BURNOUT IN VIRGINIA'S COMMUNITY COLLEGE ADJUNCTS WITH RELATION TO GENDER, AGE, AND NUMBER OF JOBS

by

Justin Barrett Stowe

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

Liberty University

2022

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Abstract

Burnout is a psychological condition that affects individuals in high stress careers. Higher education faculty are prone to burnout, with studies showing women experienced burnout at different ages than their male counterparts. Few studies have been conducted to test if age and gender could predict a high level of burnout amongst adjunct faculty in community colleges. In addition, community college adjunct faculty are known to work more than one job to meet economic needs, and the research demonstrates such a condition creates anxiety, but little discussion is present on whether the variables of age, gender, and additional jobs held may predict high levels of burnout. The purpose of this quantitative correlational study is to apply the theoretical framework of Maslach and Jackson (1981) to determine if a predictive relationship exists between the three dimensions of burnout—emotional exhaustion, depersonalization, and decline in sense of personal accomplishment—and the linear combination of age, gender, and the number of additional jobs held for community college adjunct faculty. Through anonymous data collection, 247 part-time faculty from the Virginia Community College System provided demographic information and levels of the three dimensions of burnout. Based on three multiple regression models, age was the primary predictor of emotional exhaustion and depersonalization, but data analysis indicated additional variables need to be considered. A weak correlation between gender and depersonalization and personal accomplishment was also ascertained, but additional variables should be considered. A small sample size hindered the generalizability of the results, but it was discovered that males and females between the ages of 26 and 50 were more likely to experience burnout.

Keywords: burnout, community college, adjunct faculty, age, gender, multiple jobs

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Dedication

I dedicate this manuscript to the King of Kings, the Lord of Lords, my Savior, Christ Jesus. I give you all the glory and praise.

To my amazing wife, Jamie, I dedicate this dissertation to you. I could not have gotten through this program without you and all the support you gave. You are my world.

To my beautiful and brilliant daughter, Spencer, I dedicate this dissertation to you. Your smile, your laughter, and your never-give-up attitude helped me through this process.

Acknowledgments

To my dad, I am so thankful to have you in my life. You instilled in me the confidence that I can overcome any obstacle and achieve great things.

To my late mama, I miss you every day, but your fight lives within me. I will never forget what you said when someone questioned if we ever really achieved our dreams. You said, "I achieved mine." You taught me to never give up.

To my brother Patrick, thank you for making me laugh and listening to me complain about schoolwork.

To my friends, Daniel Porter and Dr. Joe Super, thank you for the words of encouragement and moments of relief you provided.

To my committee members, Dr. Kevin Struble (chair) and Dr. Rebecca Lunde (methodologist), thank you for the support, guidance, and willingness to serve on my committee. Your helpfulness and encouragement have been invaluable.

To Prince Rogers Nelson, your music gave me plenty of background entertainment and enjoyment as I worked through this dissertation.

To my wife and daughter, your unwavering support and patience carried me through this program. I love you both.

Finally, my Lord and Savior, Jesus Christ, thank you for giving me a gift that is far superior to any doctoral degree. Thank you for saving me.

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List of Abbreviations

Virginia Community College System (VCCS)

Maslach Burnout Inventory (MBI)

Maslach Burnout Inventory for Human Services (MBI-HSS)

Emotional Exhaustion (EE)

Depersonalization (DP)

Personal Accomplishment (PA)

CHAPTER ONE: INTRODUCTION

Overview

Chapter One includes an overview of burnout and the role of adjunct instructors in community colleges, followed by the problem of if burnout can be predicted based on a community college adjunct's age, gender, and the number of additional jobs held with Virginia's community college adjunct faculty population providing the sample for this study. In addition to a brief discussion of the study's theoretical framework, an explanation of the purpose and significance of the study offers justification for why such a study of burnout and Virginia's community college adjunct faculty is beneficial. Finally, an introduction of the researcher questions that guided this study is provided, as well as the definition of terms used.

Background

Over the course of the 21st century, institutions of higher education began to rely heavily on the work of part-time or adjunct instructors to teach collegiate courses (Kimmel & Fairchild, 2017). As a result, researchers examined this demographic's level of job satisfaction and why these adjunct instructors continued to serve in part-time roles. Scholars discovered that some of these part-time faculty members were unsatisfied with their conditions. Kimmel and Fairchild (2017) noted that the majority of the seven adjunct faculty participants in their study expressed dissatisfaction due to a feeling of disconnect with the campus community. In a phenomenological study conducted by Witt and Gearin (2020), part-time faculty experienced a decline in job satisfaction because of personal financial hardship. For example, one participant noted that when the course load was reduced, there was a higher sense of dissatisfaction with the vocation due to economic and financial concerns (Witt & Gearin, 2020). Bakley and Brodersen (2017) identified that a possible cause for low job satisfaction among an adjunct instructor was

an adjunct's time as a part-time professor. In the same study, one participant noted her dissatisfaction with her part-time status increased as time progressed because she realized the position would not meet certain economic needs (Bakely & Brodersen, 2017). A common theme within these findings was that part-time faculty expressed displeasure with their jobs. Schonfeld and Bianchi (2016) argued that such an absence of positive job satisfaction was indicative of burnout.

Originally, the study of burnout dates back to the work of Freudenberger (1974), who argued that clinical workers experienced the phenomenon when they felt the demands of the job exhausted their mental and physical faculties. Freudenberger (1974) espoused that idea because clinicians worked long hours, endured stress, and received minimum compensation. Maslach and Jackson (1981) expanded upon Freudenberger's (1974) work and described burnout as a psychological condition that occurred as a result of an employee's prolonged exposure to on-the-job stressors that manifested itself in three dimensions—emotional exhaustion, an increase in cynicism toward coworkers, and decrease in the sense of personal accomplishment (Khan et al., 2017; Maslach & Leiter, 2016). To measure an employee's degree of burnout, the Maslach Burnout Inventory (MBI) was created to assess an individual's emotional exhaustion, relationship with coworkers, and sense of personal accomplishment (Maslach & Leiter, 2016). For the majority of the 20th century, the focus of burnout among employees revolved around individuals in the healthcare industry, as employees in this field often faced high on-the-job demands (Maslach & Leiter, 2016).

Researchers have agreed that burnout applies to all workers in high-stress environments and service fields (Maslach & Leiter, 2016). For example, in a study of certified public accountants, Buchheit et al. (2016) discussed that workplace stress, resulting in work-life

conflict, was a possible factor that increased burnout among public accountants in national firms. Now, occupations that require interactions with customers have led to more research focusing on burnout among employees in customer-service occupations (Maslach & Leiter, 2016). For Han et al. (2016), a service employee's level of burnout may be predicted by the frequency of experiences and interactions with customer incivility and the level of managerial support given to the employee.

Over the past several decades, higher education has become an industry where institutions compete with one another to convince potential customers, or students, that their institution is the best fit for meeting educational needs and achieving the desired career upon graduation (Brennan & Magness, 2018). As a result, there is a shift in higher education where an emphasis on customer service and keeping the customer happy may increase burnout in faculty (Brennan & Magness, 2018; Frisby et al., 2015). In a studying examining the possible relationship between student satisfaction's effects on faculty job satisfaction, Frisby et al. (2015) ascertained that students' continual expression of dissatisfaction regarding grades may cause poor job satisfaction among higher education faculty.

Theoretical Framework

The current study was developed with regard to certain research and theories associated with burnout and job satisfaction amongst higher education instructors, specifically adjunct professors in community colleges. First, person-environment fit theory (P-E fit theory), often associated with studies on job satisfaction, is one of the theoretical bases for the study of burnout (Devereux et al., 2009; Ott & Dippold, 2018). Person-environment fit theory posited an individual's characteristics, in conjunction with that individual's relationship with their environment, determine the strength of the relationship between the person and the environment

(Kristof-Brown et al., 2005). One of the aspects of an individual's environment is the occupation or workplace and the way the employee views their relationship with the job (Ott & Dippold, 2018). Person-environment fit theory suggests that an individual can become disassociated with their occupation if that individual believes the job is not meeting their needs (Ott & Dippold, 2018). Riedo et al. (2019) argued that P-E fit theory might determine how long an individual would remain within the environment. Ott and Dippold (2018) highlighted adjunct instructors who desired a full-time position but could not obtain one at their respective institutions caused a disturbance in the instructor's relationship with their school, resulting in a reduction of "job satisfaction, productivity, and commitment" (p. 192).

Second, the theory of burnout, as it was framed by Maslach and Jackson (1981), served as the central theory of this study. Originally theorized by Freudenberger (1974), burnout referred to a psychological state when an employee feels depleted of their physical and mental resources due to prolonged stress. Maslach and Jackson (1981) further expounded that burnout occurs when an employee is drained of their physical and mental resources, but it also was characterized by emotional exhaustion, depersonalization, and a decline in personal accomplishment because of stressors. In this regard, burnout was a psychological state that resulted in cynicism toward the occupation, detachment from relationships on the job, and a decrease in one's self-efficacy (Maslach & Leiter, 2016). These three factors are measured using the Maslach Burnout Inventory to determine if an employee presents an increased level emotional exhaustion, depersonalization, and a decline in the sense of personal accomplishment (Jamaludin & You, 2019; Maslach & Jackson, 1981).

Next, the theory that stress can be a source of physical illness serves as a guiding theory. Selye (1956) argued stress causes a drain on an individual's emotional resources and creates a

disruption in a person's sense of homeostasis, leading to disease and a decline in overall health. Burnout is a result of an individual's prolonged exposure to anxiety and stressors in the workplace, and the condition manifests in heart conditions, insomnia, and depression (Maslach & Jackson, 1981). Since burnout is a psychological state, stress theory provides the basis for arguing that burnout is a dimension of stress that manifests in physical and mental conditions.

Finally, job satisfaction will serve as part of the theoretical framework for this study. Researchers have argued that one of the reasons for job burnout was low levels of job satisfaction (Chen et al., 2019; Serin & Balkan, 2011). Scholars noted that poor job satisfaction might indicate the presence of increased levels of burnout (Rana & Soodan, 2019). A majority of literature discusses job satisfaction among adjunct instructors; therefore, this theory will provide the framework for examining the existence of potential burnout among adjunct instructors (Pons et al., 2017; Schonfeld & Biacnchi, 2016).

Adjunct Faculty and the Community College

Researchers have provided ample scholarship addressing the roles of adjunct or part-time faculty in four-year and two-year schools. Institutions of higher education rely on part-time workers because of the work experience possessed by these adjunct faculty members (Eagan et al., 2015). This first-hand experience allows students to have a better insight into potential careers (Eagan et al., 2015). Another condition for relying on part-time faculty may come from the desire to save institutional funds.

Academic institutions hire part-time faculty as instructors to teach their courses at a reduced cost because schools are not required to compensate part-time faculty members as much as their full-time colleagues (Brennan & Magness, 2018; Ott & Dippold, 2018). In addition, Eagan et al. (2015) and Pons et al. (2017) noted that colleges and universities save money by

hiring adjunct instructors because institutions were not required to provide health insurance to these faculty members because these instructors do not meet the definition of a full-time employee. Recent government regulations like the Patient Protection and Affordable Care Act of 2010, also known as the Affordable Care Act (ACA), amended the definition of a full-time employee as an individual who, on average, worked at least 30 hours a week for an employer, and thus, must receive full-time health benefits from the employer. Many institutions of higher education have adjusted the number of credits an adjunct professor teaches to reduce the hours worked by adjunct instructors to ensure part-time professors do not fall within the ACA's definition of a full-time employee (NACUBO, 2014). For example, the authors of the 2016-2017 faculty handbook for a community college in northern Virginia echoed statewide policy by defining an adjunct professor as an individual who was only allowed to teach no more than 12 credit hours in a fall semester, 12 credit hours in the spring semester, and eight credit hours during a summer session (NOVA, 2016-2017).

Unlike full-time faculty members who are required contractually to perform additional duties that go beyond teaching, like serving on committees, conducting academic research, and advising students, the primary role of the adjunct instructor is to teach (Brennan & Magness, 2018; Ott & Dippold, 2018; Pons et al., 2017). Since an adjunct professor's only required responsibility is to teach, their compensation is based on the number of credit hours they teach for a specific semester (Brennan & Magness, 2018; Ott & Dippold, 2018; Pons et al., 2017). Thus, the more credits a part-time instructor teaches, the more money they can earn. These part-time faculty members are often referred to as contingent faculty because their employment is dependent on their respective colleges' need for them to teach, whereas a full-time faculty member has a contractual guarantee of future employment regardless of circumstance (Eagan et

al., 2015). Classes for these contingent faculty members can be canceled by administrators due to low enrollment or even have their classes given to full-time faculty who may need to meet contractual obligations; therefore, adjunct faculty work in a state of uncertainty that can have psycho-economic implications (Brennan & Magness, 2018; Eagan et al., 2015; Ott & Dippold, 2018).

Rhoades (2017) noted that with the exception of research and doctoral universities, the population of full-time faculty in all institutions of higher education has decreased steadily since the 1970s. Community colleges have experienced this decrease since the latter half of the 20th century, as more of these public institutions began to rely heavily on adjunct faculty over full-time faculty (Pons et al., 2017). Ott and Dippold (2018) estimated that over 50% of teaching faculty in community colleges were considered adjuncts. Galanek and Gierdowski (2020) observed that of the 1,828 community college faculty surveyed, 65% were considered part-time. Gender differences among part-time faculty in community colleges are insignificant, but racial differences indicate that over 80% of adjunct faculty are Caucasian (Eagan, 2007; Eagan et al., 2015).

Regarding age, the information varies depending on the institution. Eagan (2007) noted that part-time faculty tended to be younger but did not give a specific average age. The mean age of adjunct faculty at a rural community college was 45.3. Still, the mean age of part-time faculty in an urban community college was 52 (Spaniel & Scott, 2013).

Problem Statement

Numerous studies have been employed to ascertain what may predict burnout in higher education faculty at four-year institutions. Increased demands of the job and critiques of students and behavior of faculty have led to burnout amongst higher education faculty, impacting overall

satisfaction with life outside of the occupation (Frisby et al., 2015; Sabagh et al., 2018; Woo et al., 2017). A work-life conflict led some higher education faculty to experience burnout because the job demands created stress by diminishing the amount of quality time a faculty member spent with family (Zabrodska et al., 2018). Female employees were more likely to experience higher levels of burnout because of their desire to be present with their families (Acker & Armenti, 2004; Alves et al., 2019; Jamaludin & You, 2019). However, Pons et al. (2017) discovered that female faculty in the community college setting expressed a higher level of job satisfaction than their male counterparts. In addition, older female part-time instructors expressed higher levels of job satisfaction than younger instructors (Pons et al., 2017; Zabrodska et al., 2018). In contrast, research demonstrated that adjunct instructors beginning their teaching career expressed higher satisfaction levels but demonstrated more pessimism toward the occupation as years working at that level progressed (Bakley & Brodersen, 2017). Though research exists to discuss the conditions of part-time faculty at four-year institutions and what predicts job satisfaction among community college adjunct faculty, little research discusses if gender and age affect levels of burnout among part-time faculty in community colleges.

The variable of maintaining more than one job also presents stress and burnout in terms of economics and personal life. Boyd et al. (2016) concluded that an individual working more than one job experienced a higher level of work-family conflict. Research indicates that educators experience burnout because of the necessity of working multiple jobs (Bernhard, 2016). Some adjunct faculty members must seek support to meet basic living needs. Witt and Gearin (2020) observed that some part-time instructors experienced financial difficulties due to their role as adjunct professors. They felt humiliated for having to receive assistance from foodbanks. Brennan and Magness (2018) argued that because adjunct instructors were paid low

wages, many part-time faculty members had to obtain additional employment means to ensure a stable income. Research studies have noted that adjunct faculty do hold more than one job. For example, Fulton (2000) studied community college faculty and noted two-thirds of part-time faculty held at least one additional job beyond their adjunct commitments. Not a lot has changed in two decades. Childress (2019) noted that adjunct professors worked full-time jobs and part-time jobs in more recent work. Although these researchers underscored economic issues for adjunct faculty, there is little recent discussion if the number of additional jobs held impacted part-time instructors on the community college level.

The variable of gender and age have been discussed in regard to burnout among adjunct faculty, but these variables have not been examined for their predictability in causing levels of burnout amongst adjunct instructors in Virginia's community colleges. In addition, limited research exists discussing if working more than one job could possibly predict high levels of burnout among Virginia's community colleges. Thus, the problem is if burnout can be predicted based among Virginia community college adjunct faculty based on their age, gender, and the number of additional jobs held.

Purpose Statement

The purpose of this quantitative, correlational study is to test the theoretical framework of Maslach and Jackson (1981) by examining the relationship between the predictor variables of gender, age, the number of additional jobs held, and the criterion variables of the three dimensions of burnout—emotional exhaustion, depersonalization, and effect on personal accomplishment—in a community college system in the state of Virginia. For this study, gender is defined in the biblical terms of male and female, as many studies on burnout define this variable in this binary definition (*English Standard Version Bible*, 2001, Gen. 2: 21-23*;*

Marchand & Blanc, 2020; Marchand et al., 2018; Rubino et al., 2013; Sheets et al., 2018; Zabrodska et al., 2018). The variable of age will be defined in terms of how many numerical years a person is has been alive, as presented in a study by Ye and Post (2020). Finally, the predictor variable of the number of additional jobs held will be defined as how many paying occupations a person works in a single week (Marucci-Wellman et al., 2016).

Maslach and Jackson (1981) advised researchers to test for the three dimensions of burnout to obtain a more accurate measure of an individual's level of burnout. Thus, the three criterion variables were the three dimensions of burnout. Emotional exhaustion, defined as the presence of fatigue and a sense of depleted personal resources, served as the first criterion variable (Maslach & Leiter, 2016). The second criterion variable was depersonalization as defined as cynical behavior toward individuals who interact with the burnout person (Jamaludin & You, 2019). Finally, personal accomplishment was defined as an individual's personal view of their own self-efficacy regarding an occupation (Maslach & Leiter, 2016).

This study will contribute to the research by confirming if there is a relationship between gender, age, and burnout within the adjunct teaching population at each of the 23 community colleges in the Virginia Community College System (VCCS). In addition, the current study would also contribute to the scholarship by determining if the number of additional jobs held impacted levels of burnout among adjunct community college instructors in the VCCS. With the use of the Maslach Burnout Inventory for human services, the study will survey individuals considered part-time faculty—those who work on a contingent basis from semester to semester—to determine if their gender and age might predict their level of burnout. In addition, the study investigated if those part-time faculty members who held multiple jobs in addition to

teaching for the VCCS expressed a higher level of burnout than those who did not hold more than one job outside of their teaching responsibility to the VCCS.

Significance of the Study

Most teaching faculty, especially in community colleges, are considered part-time. Since the recession of 2007, higher education institutions have relied heavily on adjunct faculty because of their experiences in the workforce, but also because this labor pool provided flexibility to allow schools to increase and diminish the number of part-time faculty based on finances and student enrollment (Guthrie et al., 2019). Accrediting boards require institutions to have a certain number of full-time instructors employed to maintain accreditation status. For example, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) mandates that all institutions under its commission must each employ a satisfactory number of full-time faculty members (SACSCOC, 2020). Thus, to reduce institutional costs and still meet accreditation standards, administrators may employ the bare minimum of full-time faculty and then utilize part-time faculty to meet the needs of the institution in terms of budget or enrollment, thus making adjunct instructors expendable as needed (Guthrie et al., 2019).

Such action on the part of college administrators may explain why adjunct instructors outnumber full-time professors in community colleges. Those instructors considered part-time in community colleges make up 78% of the faculty population in these two-year institutions (Pons et al., 2017). Regarding community colleges in Virginia, in the fall semester of 2019, 1,457 adjunct faculty members at a community college in northern Virginia comprised most of the 2,096 teaching faculty (U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, 2019). In addition, a community college in southern Virginia reported 135 faculty members in the fall semester of 2019, 89 of them were

considered part-time (U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, 2019). Thus, the bulk of students in higher education, in particular, the Virginia Community College system, received instruction and guidance from individuals considered adjunct employees. Therefore, if this teaching demographic mentors most students in community colleges, it is important to understand if these individuals experience the psychological condition of burnout and what might predict it.

Khan et al. (2017) argued, "…teaching by nature is a highly complex job and asks for more responsibility and activities which can lead to stress and burnout…" (p. 3). One way burnout manifests itself is in the negative way an employee interacts with their colleagues (Maslach & Leiter, 2016). Such attitudes could lead to a negative atmosphere in the workplace. Research has shown that burnout leads to higher levels of turnover amongst employees (Barthauer et al., 2020). Such effects of burnout plague female employees, but other pieces of research contradict this notion when looking at job satisfaction (Acker & Armenti, 2004; Alves et al., 2019; Jamaludin & You, 2019; Pons et al., 2017). As Alves et al. (2019) noted, burnout can exert a physical toll on an employee's well-being. Burnout can cause the afflicted to develop conditions like insomnia, heart disease, and higher mortality rates (Salvagioni et al., 2017).

This study will provide evidence toward determining if there is burnout experienced by female adjunct instructors in the VCCS and if it corresponds to results found in studies of female faculty at 4-year institutions. Plus, the study will help indicate if an adjunct instructor's age may predict the VCCS since studies regarding job satisfaction and adjunct instructors contradict studies on burnout and higher education faculty (Bakley & Brodersen, 2017; Pons et al., 2017; Zabrodska et al., 2018). Finally, this study will add to the current scholarship by determining if an adjunct's need to hold multiple jobs predicts burnout.

Research Questions

This study sought to ascertain if the level of burnout amongst community college adjunct instructors can be accurately predicted based on the three predictor variables of age, gender, and the number of additional jobs held. Three separate research questions are proposed to understand if such a correlation exists:

RQ1: How accurately can emotional exhaustion, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

RQ2: How accurately can depersonalization, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

RQ3: How accurately can a decrease in a sense of personal accomplishment, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

Definitions

In order to understand the context and scope of the work, it is important to understand the terms that are used throughout the study.

Adjunct or *adjunct faculty:* instructors in higher education who teach on a contingent basis each semester with no guarantee of a contract renewal, no benefits, and are considered part-time employees by the respective institutions (Ott & Dippold, 2018; Pons et al., 2017). Adjunct instructors work on a part-time basis for their respective institutions and provide a means to conserve institutional costs (Caruth & Caruth, 2013; Luna, 2018).

Age: a numerical representation of how many years a person has been alive (Ye & Post, 2020).

Burnout: A term that characterizes an employee's negative relationship with their job (Schonfeld & Bianchi, 2016). Burnout is a psychological phenomenon that occurs when an employee is depleted of their emotional and physical resources due to an extended exposure to work-related stressors resulting in a decline in job satisfaction (Freudenberger, 1974; Frisby et al., 2015; Jamaludin & You, 2019; Maslach & Jackson, 1981). Burnout is categorized by emotional exhaustion, depersonalization, and a sense of personal accomplishment (Maslach & Jackson, 1981). In burnout, the individual lacks positive emotion toward the occupation (Schonfeld & Bianchi, 2016).

Community college(s): Also known as junior colleges. Institutions with an open enrollment policy provide an affordable means of collegiate education for individuals who seek to obtain workforce training, certification, transfer credit, or an associate's degree (Chen, 2021). In addition, these schools provide specific needs desired by the institution's community and region (Craft & Guy, 2019).

Depersonalization: the individual becomes cynical and develops adverse opinions, emotions, and attitudes toward coworkers (Jamaludin & You, 2019; Maslach & Jackson, 1981; Schonfeld & Bianchi, 2016).

Emotional exhaustion: Hutchins (2015) defined emotional exhaustion as the stress component of burnout. When an employee is experiencing emotional exhaustion, the individual will develop depression, fatigue, and begin to become distant from the job resulting in poor job performance and lower job satisfaction (Hutchins, 2015; Maslach & Leiter, 2016).

Gender: defined in the biblical terms of male and female (*English Standard Version Bible*, 2001, Gen. 2: 21-23).

Job satisfaction: The sense that the work environment, the job-related tasks, and the characteristics of the job is rewarding and produces a sense of accomplishment (Woo et al., 2017).

Number of additional jobs/Number of jobs: the number of paying occupations a person works in a one-week period (Marucci-Wellman et al., 2016). For this study, the number of additional jobs referred to how many paying occupations a person holds outside of part-time teaching for the Virginia Community College System.

Personal accomplishment: For Maslach et al. (2006), personal accomplishment refers to an individual's self-perception of how well they are performing the task or occupation. An absence of consciousness of personal accomplishment may indicate the existence of burnout (Maslach & Jackson, 1981; Maslach & Leiter, 2016). In such a case, the individual no longer has confidence in their abilities to perform the job and purpose for obtaining the career (Maslach & Jackson, 1981; Maslach & Leiter, 2016). For this study, the researcher will focus on an individual's self-view of their self-efficacy.

CHAPTER TWO: LITERATURE REVIEW

Overview

Chapter Two provides a review of the academic literature regarding the history of the study of burnout and where a gap in the literature exists in regard to community college adjunct faculty. Based on a review of the literature, four theories framed the study of burnout in general and burnout in higher education in particular. In addition, the literature did identify that gender and age were factors that impacted an individual's level of burnout. The scholarly literature does focus on burnout and higher education faculty, but most studies focus on full-time professors at four-year institutions and not on part-time instructors, and especially not part-time educators in community colleges. Finally, academic literature noted that age and gender were common variables in the study of burnout, even amongst higher education faculty: however, many researchers spent little time discussing if there was a correlation between higher education faculty working multiple jobs and the presence of burnout. Therefore, holding multiple jobs simultaneously, as well as gender and age, will be the variables studied to see if these three variables can predict the existence of burnout in part-time instructors in a community college setting.

Theoretical Framework

The purpose of a theoretical framework in scholarly research is to help explain if one variable may predict another (Rockinson-Szapkiw et al., 2014). Four theories associated with burnout in general and in higher education professors specifically provided the basis for this research study. This section will discuss the theoretical framework and justification for the theories of person-environment, stress, job satisfaction, and burnout.

Burnout

The theory of burnout (Maslach & Jackson, 1981) provides the primary foundation for this research study. The original study of burnout is credited to the work of Freudenberger (1974), who described the psychological condition as a result of prolonged stress and a demanding work environment with limited resources. Maslach and Jackson (1981) built on this theory and argued that burnout was a psychological condition that impacted an individual's function at work, but it was one that could be defined as emotional exhaustion, depersonalization, and an effect on personal accomplishment, which were used to gauge the level of burnout using the Maslach Burnout Inventory (Jamaludin & You, 2019; West et al., 2018). An individual was not seen as experiencing burnout unless emotional exhaustion, depersonalization, and a decrease in the sense of personal accomplishment were present (Maslach & Jackson, 1981).

Since these three factors determine if an individual is experiencing burnout, it is important to understand these terms. Hutchins (2015) labeled emotional exhaustion as the stress component of burnout. When an individual is exposed to stressors for an extended period of time, the person will become depressed, fatigued, disassociated with their environment resulting in poor satisfaction levels (Hutchins, 2015; Shoji et al., 2016). Depersonalization is the response to the people within the person's environment. In the workplace, Schonfeld and Bianchi (2016) described depersonalization as the development of cynicism, contempt, and other adverse views toward individuals who interact with the person experiencing this dimension of burnout. Finally, a negative feeling of personal accomplishment is when an individual is devoid of confidence in their abilities to perform the tasks as well as questions as to why they began the job in the first place (Maslach & Jackson, 1981). In addition, West et al. (2018) posed these three dimensions of

burnout could lead to an individual experiencing high levels of dissatisfaction with one's occupation.

Burnout can produce significant cognitive implications for the employee. The condition could be described as depression or anxiety experienced by an individual in the job environment (Nunn & Isaacs, 2019). Burnout creates a situation in which the employee feels as if they have lost control of their circumstance and can do nothing to change it (Bogue & Bogue, 2019). Horvitz et al. (2015) argued that such low self-efficacy caused employees to experience "feelings of hopelessness and less likely to persist…" (p. 306). As a result, burnout can lead to negative health implications like insomnia, weight gain, and heart problems (Salvagioni et al., 2017).

Job Satisfaction

Regarding community college adjunct faculty's psychological connection to their occupations, most of the recent academic literature examined job satisfaction. Though job satisfaction and burnout are two different phenomena, they are associated. According to Aziri (2011), job satisfaction was a feeling an individual held about one's occupation—either positive or negative. Job satisfaction can be defined as how an individual perceives their sense of accomplishment on the job and being connected to the way an employee behaves in the workplace, whether it is positive or negative (Aziri, 2011; Newstrom, 2015).

Burnout is a psychological condition that manifests itself in emotional exhaustion, depersonalization, and a decrease in the sense of personal accomplishment and influences employees' feelings of workplace fulfillment (Dzau et al., 2018; Maslach & Jackson, 1981). In a study of Chinese healthcare personnel employed by Chen et al. (2019), job satisfaction was a mediating variable that affected job burnout. Serin and Balkan (2011) argued that decreased job satisfaction signaled a presence of burnout among employees in Turkish employees. In an

editorial piece for *Harvard Business Review*, Moss (2019) believed that work conditions like an insufficient wage, poor workplace relationships, and anxiety caused by the overall job created job burnout. With reference to job satisfaction, conditions like low wages and a disconnect from the college community negatively affect adjunct instructors at four-year institutions and community colleges' level of job satisfaction (Ott & Dippold, 2018; Pons et al., 2017). Garcia and Ayers (2018) noted that many past studies found that for collegiate faculty, burnout can be detected when there is dissatisfaction. Thus, it is rational to argue that the presence of either psychological condition may indicate the existence of the other. For that reason, job satisfaction will be considered when determining if burnout is a problem among adjunct instructors in community colleges.

Person-Environment Theory

Person-environment (P-E) fit theory also provided the framework for the study of an employee's level of job satisfaction and burnout (Andela & van der Doef, 2019; Liu et al., 2019). In regard to P-E fit theory, the work of Holland (1959) and Dawis et al. (1964) proposed a psychological perspective that argued that an individual's attitudes and the behavior of the person were determined by personal qualities as well as the environment of the individual (Pee & Min, 2017). Kristof-Brown et al. (2005) and Lauver and Kristof-Brown (2001) posed that P-E fit theory was multi-dimensional in that the concept of environment, in terms of occupation, could refer to an individual's vocation, organization, work-group, supervisor, and job (Ott & Dippold, 2018).

P-E fit theory broadly refers to a level of compatibility between an employee and the employer (Kristof-Brown et al., 2005). For example, if the employee believed the employer did not meet certain needs or desires, a relationship of detachment would emerge between the

employee and employer (Kristof-Brown et al., 2005; Ott & Dippold, 2018). In an ordinal logistics regression study, Ott and Dippold (2018) concluded that person-job fit theory explained why those part-time instructors who felt appreciated by the administration were satisfied as remaining adjunct instructors regardless of varying academic backgrounds, aspirations, and needs. Spence-Laschinger and Read (2016) found that newly employed nurses, who thought their environment produced a workplace of civility and respect, produced a possible positive correlation between those two variables and a low level of burnout. As a result, Spence-Laschinger and Read (2016) concluded that when the fit of the person and the environment was gauged as poor, the employee tended to experience a higher level of burnout. Morrow and Brough (2019) conducted a multiple regression study, and, working with P-E fit theory, concluded that personal needs were significant in determining a high level of loyalty to one's occupation based on responses to a Likert survey of 4.66 out of 7 with high scores indicating a connection to P-E fit. Thus, an employee's behavior toward the job, how the employee conducts him or herself and interacts with the occupation can be influenced by the employee-employer relationship as defined by P-E fit theory.

Stress Theory

Finally, stress theory, as discussed by Selye (1956), will serve as a guiding theoretical basis for this study of burnout among community college adjunct professors. Selye (1956) theorized that distress occurred when homeostasis was disrupted due to an individual experiencing a stressor for an extended period of time that drained their personal resources (Amirkhan et al., 2019). As a result, prolonged exposure to stress manifested itself in sickness and a decline in overall health (Tan & Yip, 2018). For example, Amirkhan (2021) believed that employees of onerous occupations were more susceptible to illnesses, as seen during the

COVID-19 Pandemic. In regard to collegiate educators, Rana and Soodan (2019) conducted a cross-sectional study and found that 59% of college instructors who experienced extended exposure to stressors developed health issues and experienced burnout. Mohammed et al. (2020) also discovered that there existed a connection between poor health among higher education faculty and high exposure to occupational stress.

This specific research study relates to P-E fit theory because it will determine if adjunct instructors in the Virginia Community College System view their relationship differently with their occupation based on their respective age and gender. Thus, the study could help determine if age and gender are predictors for a positive or negative person-environment fit among this population. In addition, the research could help provide information regarding adjunct instructors' prolonged exposure to stress due to their part-time positions. With the already existing research on job satisfaction, this current study desires to add to a better understanding of how part-time community college part-time faculty view their professions. Finally, the study seeks to ascertain the effects of age, gender, and multiple jobs held on levels of burnout among part-time community college instructors. As a result, the study could address the result of balancing multiple jobs on a person's level of emotional exhaustion, causes depersonalization at work, and impacts their sense of personal accomplishment.

Related Literature

This section analyzes the academic literature regarding burnout in one's occupation with attention to full and part-time faculty members in higher education. The researcher discusses the development and implications of burnout and how age, gender, and multiple jobs may impact the phenomenon. The first section discusses the historical development and overview of the term "burnout." Health implications, as well as the impact of burnout on employers, provides context

for how the implication of this psychological condition affects the employee, employer, and stakeholders. Next, the literature relating to age, gender, and multiple jobs to the condition of burnout receives analysis as these are the predictor variables for the study. In addition, a review of the literature provides how burnout affects those in higher education and why higher education may be an ideal environment for the existence of the condition. Finally, a discussion of community college adjunct faculty provides what already has been studied in this population and where there is a gap in the literature regarding these part-time instructors.

History, Defining, and Implications of Burnout

Burnout is a psychological condition that occurs as a result of prolonged exposure to stress and personal strain that manifests itself in emotional exhaustion, depersonalization, and a decline in the sense of personal accomplishment (Ruisoto et al., 2021; Shoji et al., 2016). The study of burnout regarding one's occupation has expanded from examining its presence in healthcare workers, public accountants, and educators. In addition, the researchers of job burnout have also begun studying how this psychological phenomenon impacts personal health and well-being, how it affects the employer, and how to prevent and treat the condition. The study of burnout has expanded since it was discussed originally by Freudenberger (1974).

The term burnout has evolved over the past four decades. Merriam-Webster (n.d.) defined burnout as "exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration." Many researchers consider Freudenberger (1974) one of the initial scholars who related the phenomenon to one's occupation (Chen et al., 2019; Coker & Omoluabi, 2009; West et al., 2018). As a volunteer in free clinics, Freudenberger (1974) used his own personal experiences to discuss and solidify the definition of burnout as a psychological condition that results from consistent demands on a person's energy and resources. In his work,

Freudenberger (1974) argued those who worked in occupations dealing with the public were most vulnerable to burnout and demonstrated signs of paranoia, stubbornness, isolation, and boredom.

The definition of the term expanded with the work of Maslach and Jackson (1981), who described burnout as a psychological phenomenon that occurred due to a prolonged exposure to stressors in the occupation that manifested itself in emotional exhaustion (EE), depersonalization (DP), and a decrease in a feeling of personal accomplishment (PA; Khan et al., 2017; Maslach & Leiter, 2016). For Maslach and Jackson (1981), these three dimensions of burnout could be experienced independently from one another and additional factors. The reason these three dimensions of burnout are important is that they place "the individual stress experience within a social context and involves the person's conception of both self and others" (Maslach & Leiter, 2016, p. 163). Since Maslach and Jackson (1981) argued that an individual could not be deemed as suffering from burnout unless these three elements were present, it is necessary to understand the definitions of the dimensions of emotional exhaustion (EE), depersonalization (DP), and sense of personal accomplishment (PA). In addition, it is necessary to understand these three elements as they are manifestations of the theoretical framework of this study.

Emotional Exhaustion. Emotional exhaustion (EE) refers to the presence of depletion of personal energy, increase in fatigue, and debilitation (Leiter & Maslach, 1999; Maslach & Leiter, 2016). Maslach et al. (2001) argued that EE was the predominant element of burnout. According to Maslach et al. (2001), a person may be referring to EE when they claim to feel drained or burned out, as this dimension affects an individual's mental health. Hutchins (2015) described EE as the stress element of burnout that results in an individual being depleted of mental and physical resources for a prolonged period of time due to excessive stress. Rubino et al. (2013)

echoed this position when they described emotional exhaustion as the primary element of burnout brought on by stress. Maslach et al. (2001) noted that EE caused individuals to become distant from their occupation to cope with the stress experienced. As a result, EE will manifest in poor job performance and low job satisfaction (Chiara et al., 2019; Hutchins, 2015; Maslach & Leiter, 2016).

Depersonalization. The second dimension of burnout is depersonalization (DP). This element refers to when an individual may experience cynicism toward anyone the employee may encounter as part of their work environment (Schonfeld & Bianchi, 2016). In the case of adjunct faculty in community colleges, students, administrators, fellow instructors, and others may be the recipient of the cynical behavior of the part-time instructor experiencing it. Coker and Omoluabi (2009) described DP as causing an individual to experience a lack of emotional connection or apathy toward their coworkers and those who encounter the individual. Schweden et al. (2018) argued that depersonalization occurs when an individual begins to experience sensations like they cannot control certain situations. Like emotional exhaustion, DP is a coping mechanism for individuals as they withdraw from other individuals to better manage the circumstances (Maslach et al., 2001). As a result, such behavior can make working with the public difficult since the affected person looks at other individuals as numbers or objects rather than people (Hollet-Hauderbert et al., 2013; Ruisoto et al., 2021).

Personal Accomplishment. The final element of burnout manifests in a person's sense of personal accomplishment (PA). Maslach and Jackson (1981) theorized that a person is considered to have experienced burnout when there was a decline in an individual's view of their personal accomplishment. Park (2019) defined a sense of personal accomplishment as an individual's self-perception of their own self-worth due to achievements on the job. Kristof-

Brown et al. (2005) performed a meta-analysis of literature discussing P-E fit theory and said an individual's goals and desires might be able to gauge a person's connection to their occupation. This view is echoed by Shih et al. (2013), who argued that a decrease in an individual's PA could be defined as a person's self-perception about individual competency and personal achievement. Ott and Dippold (2018) considered an individual's disconnection with their working environment created a decline in personal accomplishment and, therefore, began to feel disconnected from the occupation.

Such a sense of diminished personal accomplishment can have a negative effect on an individual's self-efficacy (Garwood et al., 2018). In relation to education, self-efficacy refers to an instructor's confidence in their abilities to instruct, educate, and develop students' intellect (Horvitz et al., 2015). Some scholars argue that if an instructor possesses the confidence that their can successfully instructs students, the students develop an interest in education and desire to succeed (Herman et al., 2018; Shoji et al., 2016). On the contrary, if an instructor doubts their abilities as an educator, the students may develop apathy toward the education experience (Herman et al., 2018).

The Expansion of the Study of Burnout. Originally, the research for studying burnout and its impact on employees focused on staff in the healthcare industry but now includes many other professions (Maslach & Leiter, 2016). For example, in a study of certified public accountants, Buchheit et al. (2016) found that accountants who worked for national or local accounting firms experienced higher stress and burnout levels than those who worked for smaller firms due to a manageable work-life balance. Maslach et al. (2001) and Maslach and Leiter (2016) attributed the expansion of the study of burnout to more jobs becoming focused on satisfying customers; occupations that are defined as customer-centric have joined the study of job burnout. Brennan

and Magness (2018) proclaimed that higher education had become a customer-focused industry in which schools were in the business of selling education to potential clients. Perhaps this is one of the causes the study of burnout and higher education has gathered attention in the first quarter of the 21st century. Alves et al. (2019) made the case that faculty in higher education did have careers that were stressful and impactful on an employee's overall health. Khan et al. (2017) argued, "…teaching by nature is a highly complex job and asks for more responsibility and activities which can lead to stress and burnout…" (p. 3).

Frisby et al. (2015) observed that higher education faculty expressed higher levels of burnout due to student dissent and complaints. Some students who believed they received a poor grade that was undeserved expressed their dissent about the instructor's abilities to administrators verbally or in written evaluations of the teacher (Frisby et al., 2015). In a study of 113 professors, Frisby et al. (2015) found that due to such complaints, whether they were just or unjust, faculty members expressed higher levels of burnout. Thus, the concern to keep students satisfied with their college experiences may contribute to emotional exhaustion among professors, which impacts their overall job satisfaction and commitment (Frisby et al., 2015; Sabagh et al., 2018).

Consequences of Burnout. Burnout affects more than just the afflicted individual as it is a condition that has organizational repercussions. The scholarship on burnout ascertains a correlation between burnout and its effects on the individual in terms of stress and job satisfaction but also affects the employer and other stakeholders of organizations like customers, patients, and students. This section will provide a detailed look at the psychological and physical consequences of burnout, but it will also look at the implications of burnout on employers and coping mechanisms.

Personal Health Implications. The connection between burnout and negative health consequences is widely discussed in the academic literature. Isoard-Gautheur et al. (2019) ascertained a positive correlation between stress and burnout. Schonfeld and Bianchi (2016) ascertained from their quantitative data that 86% of participants in their study, who identified as burned out, met the criteria for depression. As a result, those individuals who identified as experiencing burnout might experience insomnia, increased hospitalizations due to illnesses, and contemplate suicide (Nunn & Isaacs, 2019; Salvagioni et al., 2017; Schonfeld & Bianchi, 2016).

Psychological Health Implications. Scholars argued that a relationship between burnout and mental health conditions exists in the academic literature. In a follow-up study of 2,555 dentists, Ahola and Hakanen (2007) ascertained that a possible correlation existed between depression and increased levels of burnout. Schonfeld and Bianchi (2016) observed in their sample of 1,386 educators that the majority of 86% of participants demonstrated characteristics of depression. In addition, Isoard-Gautheur et al. (2019) determined that a positive correlation existed between stress and job burnout amongst 369 university staff, as 62% of participants demonstrated this relationship.

Some scholars vary in their arguments when it comes to determining if depression and anxiety are causes of burnout or if these mental conditions result from burnout. In a study of 271 professionals, de Oliveira et al. (2018) agreed a relationship between burnout and depression existed; however, based on their research, depression influenced an individual's level of burnout. Ahola and Hakanen (2007) argued that depression results from job burnout. Of the participants who originally identified as burned out in their follow-up study but did not meet the criteria for depression, Ahola and Hakanen (2007) observed that 23% of this sample experienced an increase in depressive symptoms. Wurm et al. (2016) argued that burnout was a characteristic of

depression. Maslach and Leiter (2016) acknowledged the divide of what came first, but they did emphasize the two shared a complex relationship where the two conditions were so similar that it may be difficult to determine a definitive answer to which condition caused the other. Regardless of the discussion of whether burnout or depression comes first, scholars do acknowledge the relationship between the two exists. As a result, those affected by burnout may experience mental and physical consequences.

Physical Health Consequences of Burnout. As with the academic literature discussing the connection of depression and anxiety to burnout, so too does the scholarship acknowledge the physical implications burnout has on those who experience it. One factor that scholars have shown in their work was the reliance on medication to manage negative mental conditions. In their study, Schonfeld and Bianchi (2016) observed that the majority of the 86% of participants who had high levels of burnout and depressive symptoms admitted to the ingestion of antidepressant drugs. Scholars of burnout demonstrated concern that those individuals who experienced burnout may seek questionable methods of relief from depression and anxiety. Freudenberger (1974), writing in the context of the 1970s, suggested that to achieve liberation from stress, burned-out individuals may find relief in substances like marijuana. In their research, Shih et al. (2013) noted that such behavior was an identifiable coping mechanism for those who suffered from burnout.

In addition, depression, regardless it is a result or predictor of burnout, is often associated with deprivation of sleep. Beheshtifar and Omidvar (2013) argued that it is possible to ascertain that those with burnout could experience physical exhaustion. Armon et al. (2008) ascertained from their study that prolonged struggles with burnout could predict an increase in difficulty obtaining quality sleep. In a study of university faculty, Wu et al. (2020) observed a correlation

between poor sleep quality and burnout, with 24% of participants experiencing burnout and struggling from poor sleep behavior.

Unfortunately, sleep deprivation and drug dependence are not the only physical implications of burnout on the individual. Toker et al. (2012) argued that a possible link between burnout and coronary heart disease existed. In a follow-up study, Toker et al. (2012) discovered that of their 8830 participants, individuals who identified as burned out were 1.79 times more likely to develop heart disease than those who did not demonstrate symptoms of burnout. Marchand and Blanc (2020) ascertained that burnout could be a predictable cause of diseases that affect an individual's nervous and musculoskeletal systems. As a result of such personal physical and mental implications of burnout, the effect of burnout also creates complications for employers and stakeholders.

Implications on Employers and Stakeholders. Employee burnout is a condition that impacts more than the sufferer. The condition can have negative consequences for the person's employer and other individuals interacting with the afflicted. Salvagioni et al. (2017) postulated, based on their systematic review of the literature, that burnout resulted in an employee's absenteeism from work and presenteeism. Regarding the former behavior, the employee's psychological state causes a loss in their organization's manpower by missing work (Salvagioni et al., 2017). Regarding the latter, an employee may be present on the job, but their mental faculties are exhausted, causing a reduction in productivity (Salvagioni et al., 2017).

Burnout has been shown to impact an employee's loyalty to their occupation. Ott and Dippold (2018) found that community college faculty who expressed frustration and anxiety due to their positions as adjunct instructors were less committed to the institution. As a result, such conditions have financial implications for the organization. DeTienne et al. (2012) argued that

such behaviors as absenteeism and presenteeism could lead to an employee desiring to separate him or herself from the occupation in quitting or requesting termination. Such actions can cost the organization money because the employer must hire and train new employees to replace the leaving individual and cause a decrease in employee morale for those individuals who must increase their labor to supplement the loss of the employee (Esty, 1989; Herda, 2012).

In their study, Skaalvik and Skaalvik (2015) observed 26 out of 34 educators who expressed concerns that their levels of stress and burnout caused mental exhaustion and created a scenario where educators began to develop a sense of cynicism toward their students. In a systematic review of the literature, Khan et al. (2017) found that a common theme within academic literature on burnout and education was anger toward students. Studies have shown that burnout leads to instructors making disparaging remarks about students due to the rise in stress (Khan et al., 2017). As a result of an increase in burnout, researchers discovered that turnover intention increased when burnout was high in individuals. Woo et al. (2018) ascertained a positive correlation between a faculty member's level of burnout and desire to resign from their position.

Coping Mechanisms for Burnout. Due to burnout's implications beyond the afflicted, it may prove beneficiary for individuals who experience the psychological condition to be knowledgeable of coping mechanisms like mindfulness, prioritizing personal wellness, and setting boundaries. Scholars on job dissatisfaction and burnout have recommended the cognitive practice of mindfulness (Chesak et al., 2019). For example, researchers like Donahoo et al. (2018) and Iancu et al. (2018) recommended individuals practice meditation as a way of relieving anxiety and reducing the level of burnout. Another method of mindfulness can be a

prayer which has been shown to offer relief from anxiety by making all requests and stressors known to God (Chirico et al., 2020; Donahoo et al., 2018).

In addition to mindfulness, studies have shown that changes to an individual's personal wellness reduce anxiety and levels of burnout (Hills, 2019). Whether it be through exercising, partaking in short walks throughout the day, prioritizing sleep, or consuming more nutrient-dense foods on a daily basis, Hills (2019) and Simonds and Sotile (2020) argued these minor changes to an individual's lifestyle might be responsible for improvements in reducing anxiety and lower levels of burnout. Finally, another method to help individuals cope with burnout is to set boundaries. Sheets et al. (2018) argued that a work-family conflict created a situation where faculty members experienced burnout because job responsibilities interfered with family responsibilities. Noronha and Aithal (2020) argued that for educators to avoid such a conflict, a stable relationship between work and family would need to be created. One method of creating such a stable relationship is to schedule downtime. Studies have shown that when employees make a schedule that allows outside work activities to exist, there is a reduction in stress and burnout (Naseem et al., 2020; Noronha & Aithal, 2020).

Correlation to Age, Gender, and Multiple Jobs Held

Though this current study is focused on community college adjunct instructors and burnout, it is important to understand how the academic literature views age, gender, and multiple jobs held when predicting burnout among employees. Thus, this section will examine how the scholarly body of literature addresses these three variables. Also, a discussion of the literature connecting multiple jobs held and levels of burnout will provide context as to why this specific variable may predict increased levels of burnout.

Gender. Based upon a review of the literature regarding gender and burnout, researchers tend to agree that women were more likely to experience the condition. Purvanova and Muros (2010) conducted a meta-analysis and concluded that burnout was primarily an issue that affected females. In terms of jobs outside of academia, many scholars tend to agree with the observation of Purvanova and Muros (2010). Hu et al. (2016) found in their cross-sectional survey and *t*-test that women possessed a higher level of burnout than men who worked the same number of hours. Based on the data from their surveys of physicians, Gold et al. (2020) reported that 52% of more women reported higher levels of burnout than men in 2017, 38% more women in 2018, and 34% more women than men identified as experiencing burnout in 2019.

Though women tend to report higher levels of job satisfaction, as seen in a study by Pons et al. (2017), there may be a more nuanced reason why women expressed higher levels of burnout. Marchand et al. (2018) observed a negative correlation between a man's age and his level of burnout. For Marchand et al. (2018), as the age of the man increased, the level of burnout he reported decreased. In contrast, Marchand et al. (2018) found that the intensity of the level of burnout fluctuated with the female participant's age. Marchand et al. (2018) hypothesized this fluctuance in a woman's level of burnout might be due to women's view of role responsibilities. Recuero and Segovia (2021) echoed the hypothesis presented by Marchand et al. (2018) in their study of heterosexual couples with various occupations. Recuero and Segovia (2021) discovered a correlation between a woman and emotional exhaustion due to a conflict that occurs when work interferes with family; however, the dimension of depersonalization was gauged higher in men who expressed a conflict when family interference with work conflict existed.

Age. The variable of age has presented itself in burnout studies as a factor in predicting the psychological condition of employees of various occupations. Maslach et al. (2001) argued that the variable of age had been continuously linked to burnout; however, results have varied on what age is most likely to experience burnout. Erickson and Grove (2007) conducted a study to determine burnout in the nursing field and discovered that 33% of younger nurses possessed a higher level of burnout than 26% of older and more experienced nurses. Ahola et al. (2008) found a different result with younger and older women, along with middle-aged men, possessing higher levels of burnout than younger and older men along with middle-aged women.

Marchand et al. (2018) found that age may predict burnout for women. Women possessed their lowest levels of burnout at the age of 20, but the burnout levels increased from 30 to 35 (Marchand et al., 2018). Marchand et al. (2018) suspected a woman's desire to care for her family, in addition to holding a job, caused the increase. However, while women between the ages of 35 and 55 demonstrated a drop in levels of burnout, women who were 55 and over demonstrated an increase in burnout, perhaps due to a new work-family conflict older women encountered (Marchand et al., 2018). LaFaver et al. (2018) employed a mixed-method study of participants in the field of neurology and ascertained that 65% of women experienced more burnout than 58% of men, but age played a minor effect in determining burnout.

Number of Jobs Held. The variable of multiple jobs held as a possible indication of burnout has been analyzed in the scholarly work, but the variable has not received much attention regarding community college adjunct faculty and burnout. Thus, to demonstrate it is a possible indicator of increased levels of burnout for adjunct faculty, this section will examine how the literature views the number of jobs held in relation to burnout. Based on the literature, holding multiple jobs predicts burnout due to economic and work-family conflict. Mellor and

Decker (2020) ascertained a positive correlation between those individuals who held more than one job and the stress it created due to increased work-family conflict. Bernhard (2016) ascertained that due to the economic climate of the 21st century, elementary and secondary educators had a higher propensity for burnout when attempting to earn additional income. Bernhard (2016) noticed a relationship between the increase in a person's level of emotional exhaustion and overall burnout and the number of jobs the individual held. Based on their study of firefighters, Boyd et al. (2016) ascertained that holding more than one job could indicate an increase in burnout symptoms like emotional exhaustion.

Though research indicates a possible indication that burnout and holding multiple jobs could be correlated, some scholars found that holding multiple jobs may not be as strong of a predictor variable in determining increased levels of burnout as some researchers claim. In a study of Dutch employees, Bouwhuis et al. (2019) found no significant statistical relationship connecting holding multiple jobs and increased levels of burnout. Bouwhuis et al. (2019) reported that individuals in their study sample who held more than one job expressed lower levels of burnout than single job holders. Nonetheless, some studies in the literature demonstrate that a possible predictable relationship existed between an increased level of stress and holding more than one job. Ara and Akbar (2016) noted that higher education faculty worked additional jobs for the primary reasons of accomplishing a personal objective. In a study of Arab-Palestinian academics who held multiple jobs, Magadley (2019) found that men held more than one job due to the gender role of providing for the family, but women held more than one job as a way to advance their careers; however, both men and women felt guilt at times when the multiple jobs interfered with their familial relationships.

Prevalence of Burnout in Higher Education

Though this current sought to ascertain if a correlation exists between age, gender, multiple jobs held, and the three dimensions of burnout among adjunct faculty of Virginia's community colleges, it is important to present the literature that discusses burnout in higher education. This section reviews the academic scholarship that demonstrates the existence of burnout amongst higher education's full and part-time faculty in four-year institutions and looks at how the COVID-19 pandemic affects faculty burnout.

Burnout in Full-Time Faculty. The study of burnout does not ignore its existence in higher education faculty. Researchers have provided scholarships on how burnout impacts higher education and why the psychological condition affects collegiate faculty. Institutional factors and conflicts outside of the occupation have been shown to be possible contributing factors to why burnout exists in higher education faculty (Duke et al., 2020). These factors can include student interaction, job responsibilities, and the behavior of colleagues and staff of the institution. In addition, there have been studies where scholars indicate that factors outside of institutional responsibilities may contribute to faculty burnout.

Institutional Factors. Maslach and Leiter (2016) argued that the study of burnout applied to many vocations that deal with customer satisfaction. Han et al. (2016) ascertained that a positive correlation existed between high levels of burnout in employees of customer service industries and customer incivility. For some researchers, higher education institutions are equivalent to other customer service industries. Brennan and Magness (2018) argued that higher education institutions were in competition with one another in selling education to customers. In a qualitative study to understand how student behavior impacted collegiate instructors' job satisfaction, May and Tenzek (2018) concluded that aggressive student behavior had a negative

effect on a professor's mental health and job satisfaction. In addition, Frisby et al. (2015) identified a positive correlation between high levels of burnout in professors who experienced an increase in student accusations of unfair grades.

Incivility on the part of fellow collegiate faculty and staff makes higher education a breeding ground for faculty burnout. In a study examining workplace bullying and inappropriate behavior in a Finnish university, Merilainen et al. (2016) reported that 15% of studied faculty experienced bullying, and 45% of faculty reported occurrences of what participants deemed as inappropriate behavior. Of the 114 participants, 49 identified that the source of the negative behavior was fellow employees of the university (Merilainen et al., 2016). Whether the student or a colleague demonstrates incivility toward an individual, such actions can lead to burnout in university personnel. In a study examining if workplace bullying may predict increased levels of burnout, Trepanier et al. (2013) ascertained that workplace bullying can predict increased levels of burnout in employees.

Other institutional factors, as presented in the literature, have also been shown to predict levels of burnout. Padilla and Thompson (2015) conducted a study of burnout amongst faculty members are research institutions and ascertained a correlation between an increased pressure to produce independent research and an increased level of burnout. Woo et al. (2017) argued a similar relationship between scholarly productivity and burnout amongst counseling faculty. Woo et al. (2017) hypothesized that an increased expectation of spending long hours developing research could predict high levels of burnout. Rana and Soodan (2019) argued that such expectations, coupled with teaching responsibilities, created an environment where higher education faculty began to express the symptoms of burnout.

Factors Outside the Institution. Institutional issues were not the only predictor variables attributed to increased burnout amongst faculty. Researchers noted that outside factors, especially regarding familial responsibilities, may create a condition where burnout increases among higher education educators. Acker and Armenti (2004) hypothesized that the reason female instructors were not as committed to their occupation as their male counterparts was because of their desire, or need, to be present with their families. Sheets et al. (2018) and Zabrodska et al. (2018) argued that an educator's responsibilities, long hours, and bringing work home created a condition where the academic felt exhausted because the occupation affected their life at home. Webber and Rogers (2018) noticed in the academic literature that non-tenured female faculty possessed stronger job satisfaction because their occupation allowed for more time outside of work to focus on other responsibilities and enjoyments in life.

Marchand et al. (2018) believed a woman's age might help understand why a high or low level of burnout existed because it might indicate the status of a woman's view of her role regarding their domestic responsibilities. When children were considered, researchers tend to agree with such conclusions by ascertaining that the more children that depended on a mother's care, the higher level of burnout for the working mother. Teles et al. (2020) observed that female faculty with two or more children indicated high levels of burnout. Based on these studies, the correlation between increased levels of burnout and women in academia coincides with scholarship on high levels of burnout and females in careers outside of higher education.

Faculty Burnout as an Implication of the COVID-19 Pandemic. Due to the COVID-19 Pandemic, faculty members' lives were disrupted, causing anxiety and burnout (Lewis & Hesson, 2020; Pettit, 2021). Lewis and Hesson (2020) argued that due to the atmosphere of uncertainty brought on by the COVID-19 pandemic, faculty members felt unsettled in preparing

their fall 2020 courses as they did not know if their respective institutions would be forced to close with little notice. All collegiate learning would need to shift to online education. Such consistent anxiety created burnout amongst higher education faculty (Lewis & Hesson, 2020). In addition, one of the consequences of the COVID-19 Pandemic was the shift to remote learning for children as schools closed for fear of the spread of infection. As a result, parents found themselves in a position where they had to juggle work and care for children staying at home. Pettit (2021) argued that such a condition was no different for female higher education faculty as women had to become domestic caregivers and grade school educators and perform their scholarly responsibilities. Such a condition created a drain on faculty members' personal resources, creating burnout (Pettit, 2021).

Burnout in Adjunct Faculty at Four-Year Institutions. A review of the literature dealing with psychological responses of adjunct faculty at four-year institutions, as with full-time faculty, may provide the context of the conditions experienced by part-time faculty on the community college level in general and in Virginia in particular. Padilla and Thompson (2015) ascertained that the reason full-time faculty tended to express lower levels of job satisfaction and higher levels of burnout was because of responsibilities beyond teaching in the classroom (e.g., research, serving on committees, etc.). In contrast, adjunct instructors did not have such additional responsibilities beyond teaching; therefore, it caused less anxiety and produced a lower level of burnout for part-time professors (Padilla & Thompson, 2015). However, academic literature provides data that adjunct faculty in four-year institutions may not be free from burnout due to job insecurity.

Based on their data from a quantitative study of part-time employees, Soelton et al. (2019) concluded that job insecurity had a positive correlation with high levels of burnout. Job

insecurity refers to a sense of helplessness amongst those employees of temporary jobs who believe their employment status in their career is threatened because there is no guarantee of continual employment (Menendez-Espina et al., 2019). In addition, Minnotte and Yucel (2017) observed a pattern of increased job insecurity to negative psychological health, especially when work affected family life.

Adjunct professors were individuals who served as temporary instructors for institutions with no guarantee for future employment, thus creating economic concern amongst the part-time faculty community (Childress, 2019; Frederickson, 2015). Witt and Gearin (2020) performed a qualitative study of part-time faculty and found that adjunct instructors, in their sample, worked under the conditions of not knowing their classes, based on their contingent contracts, could be canceled with little notice, and the faculty member could not control the situation. Such conditions created a sense of anxiety among part-time professors (Witt & Gearin, 2020). Shulman (2019) advocated for adjunct instructors to receive higher wages by defining part-time faculty as individuals who had to find additional means of employment because of low pay. Nelson et al. (2020) argued that based on higher education relying more on adjunct instructors, academic institutions became part of a gig economy in the United States where freelance workers had to supplement low pay by picking up extra jobs.

In addition, many news outlets have reported the economic plight of adjunct instructors resulting in the desire to organize labor unions. Daniel (2016) reported that part-time faculty began to form unions because more institutions focused their hiring practices to save institutions money; thus, schools desired to hire part-time faculty because they did not have to supply them with high wages or benefits. There is research that does indicate that such economic conditions as working multiple jobs can predict high levels of burnout (Bernhard, 2016; Nirel et al., 2004).

However, some researchers believed adjunct instructors wanted a connection to the overall campus community and respected more than security. Eagan et al. (2015) ascertained that an adjunct's level of job satisfaction was higher when the part-time employee felt valued regardless of their contingent and freelance status.

Adjunct instructors are also experiencing burnout as a result of the COVID-19 Pandemic. In a survey of two and four-year faculty who taught during the COVID-19 Pandemic, where 25% of the respondents identified as an adjunct or part-time instructors, Kelsky (2021) observed that regardless of status, full-time to adjunct professors have experienced an increase in burnout. Full-time and part-time faculty members have demonstrated a 50% decrease in job satisfaction due to the COVID-19 Pandemic because of increased anxiety and emotional exhaustion (Kelsky, 2021).

Consequence of Burnout on Higher Education Institutions. Faculty burnout in higher education can create institutional problems for universities and colleges. Woo et al. (2018) noted that a high level of burnout could predict why instructors resigned from their positions. As a result, this faculty turnover can have a negative effect on an institution's bottom line. Daly and Dee (2006) argued that faculty turnover could have financial implications because the school would need to focus on recruiting and training new faculty. In addition, an increase in faculty turnover can lead to a situation where classes are only offered at certain times because there are not enough faculty to provide instruction (Daly & Dee, 2006).

In addition, burnout can have an undesirable effect on an employee's commitment to their organization (Hollet-Hauderbert et al., 2013). Vakola and Nikolaou (2005) argued that when individuals were committed to their organization, these employees were accepting of change that would allow the organization to venture in new and successful directions. An

instructor could develop a nonchalant attitude about their obligation as an educator. Frisby et al. (2015) noted that faculty members' weariness due to the threat of student complaints might lead to professors giving grades to students who might not have deserved and earned to avoid student complaints and appease administrators. As a result, these faculty members may not feel committed to the institution's mission of providing quality education and passing students to avoid stress and anxiety. A possible result could be a graduate from an institution with burned-out faculty unable to receive the job offers post-graduation because that student did not learn the necessary skills to succeed in the workforce. As accreditation boards examine the ability of graduates to obtain careers after graduation, such a situation could bring dire consequences to an institution's reputation as a beacon of higher education (Banta & Palomba, 2015).

Community College Adjunct Faculty and Gap in the Literature

Researchers have provided ample literature discussing the existence of burnout in higher education. In addition, scholars have demonstrated that there may be an atmosphere of anxiety and burnout amongst the adjunct faculty of four-year institutions. These conditions may provide an explanation as to why full-time and part-time faculty members experience burnout, but little information is available that examines if burnout exists due to the conditions based on gender, age, and multiple jobs held among part-time faculty in community colleges and community colleges in Virginia. This section looks at the literature that does exist regarding community college adjunct instructors and discusses why community colleges may be an environment burnout exists among part-time instructors.

Working Conditions of Adjunct Faculty in Community Colleges. Community colleges, referred to as junior colleges, are an important piece of the higher education structure (Chen, 2021). The United States Department of Education (n.d.) reported 1,462 community

colleges in the United States. These two-year institutions provide a college experience to nearly half of all undergraduate students (Ocean et al., 2019). These schools offer a low-cost option to any individual who desires to obtain college credit to transfer to a four-year institution, obtain certification in a vocation, or earn an associate degree (Chen, 2021). Community colleges are important because they provide a service for localities that may have citizens who cannot gain easy access to a four-year collegiate education (Barrington, 2020). One of the marketing points for community colleges is their universal policy of open enrollment (Chen, 2021). Unlike four-year institutions, community colleges allow all individuals, regardless of their background, age, or intellect, to enroll and work toward obtaining a college education or workforce training (Chen, 2021).

Though these public colleges provide a beneficial service to individual communities, Barrington (2020) noted that community colleges were poorly funded. In addition, due to circumstantial conditions like low enrollment, administrators must contemplate and enact difficult decisions like implementing budget cuts (Whitford, 2021; Yuen, 2020). Budget restraints and cuts create a difficult atmosphere for part-time instructors in community colleges. Due to the necessity of community colleges operating on conservative budgets, an adjunct instructor in a community college can expect, on average, $2,700 per course; however, it should be noted that some part-time instructors make as little as $1,000 per course while others earn as much as $5,000 per course (Guerra, 2018).

Such budget wage conditions create anxiety for this part-time teaching population. An adjunct faculty member at a Virginia community college noted that a course was canceled because of low enrollment causing the individual anxiety due to economic and job insecurity (Gustavo & Barrickman, 2020). Such an atmosphere causes adjunct faculty to work multiple jobs

to provide support for themselves and their family (Luna, 2019). Kramer et al. (2014) found that 30% of their participants held a job outside of the community college system in Colorado. Erickson (2021) argued that adjunct faculty are required to work continuously because of the lack of job security which may be a cause for faculty burnout in higher education. In addition, the need for additional employment results from the reduced salary these part-time instructors incur from their institutions. Anthony et al. (2020) noted that 31% of adjunct instructors were living near or below the poverty line and that one in four adjunct professors receive public assistance like food stamps. Though there are reports of adjunct faculty working multiple jobs, there is little research that helps determine if such a condition predicts burnout among these adjunct community college faculty.

Gap in the Literature. The literature discussing community college adjunct instructors' perceptions of their respective roles and occupations does provide information about gender and age regarding levels of job satisfaction. In addition, there is evidence that some adjunct faculty in Virginia's community colleges work more than one job. However, though these are topics of discussion, there is limited research discussing if there exists a statistical and predictable relationship between age, gender, the number of jobs held, and the level of burnout among adjunct community college instructors.

Age, Gender, and Level of Burnout. An interesting observation occurs when the researcher looks at job satisfaction as a possible indication of burnout. Considering the academic literature on job satisfaction among community college adjunct instructors, the data demonstrate findings that point to a gap in the literature regarding a correlation between burnout and if a predictable relationship exists regarding a community college part-time instructor's age and gender. For example, Pons et al. (2017) noted in their study that 70% of their participants 50

years of age and older expressed ambivalence toward their position as a part-time instructor. Pons et al. (2017) hypothesized that this behavior could have been the result of these individuals being at the end of their careers, therefore, these participants had no concerns for the future of their careers. In contrast, Kramer et al. (2014) observed that an increase in age negatively correlated with a decrease in job satisfaction. If the researcher was to consider job satisfaction as a possible indication of burnout, they may be able to ascertain that the ambivalence could be due to burnout, but there is no discussion of if age signals a possible relationship with burnout.

Ott and Dippold (2018) performed a study where 62% of the participants were female and ascertained those participants tended to be satisfied in their part-time roles if recognition was offered. The study by Ott and Dippold (2018) tends to provide data that is different than the research that demonstrates women tend to experience higher levels of burnout than men in higher education. In addition, Bakley and Brodersen (2017) performed a study where five of the seven participants were female, and these participants had a difficult time providing for their families and felt disconnected from their campus community. Again, there is no indication if these community college adjuncts had a more positive or negative outlook because of their working conditions and domestic responsibilities, as research regarding faculty age, gender, and burnout suggested.

Number of Jobs Held and Level of Burnout. The literature does consider age and gender as possible variables for levels of job satisfaction, but there is no discussion if these two variables predict burnout in part-time community college faculty. In addition, the academic scholarship offers limited discussion on whether a relationship can be predicted between an increased level of burnout and the number of jobs worked by a part-time community college instructor. There is the presence of psychological anxiety amongst this part-time population

because of job insecurity resulting in part-time faculty members working multiple jobs, but the literature does not demonstrate if this could predict burnout for community college adjunct faculty. Finally, sparse research examines burnout amongst the adjunct faculty in Virginia's community colleges during the COVID-19 pandemic.

This study was among the first to utilize a sample of adjunct instructors for Virginia's community colleges during the COVID-19 pandemic. There does exist literature discussing the effect of the COVID-19 Pandemic on higher education faculty. Gewin (2021) observed a survey where 70% of respondents expressed symptoms of emotional exhaustion in the year 2020 as compared to 32% in 2019. In addition, the surveyed faculty members expressed job insecurity because of the potential concern of the schools' implementing budget cuts to lessen the financial consequences of the pandemic (Gewin, 2021). Virginia's community college adjunct instructors have indicated that this fear of budget cuts has created anxiety and the need to obtain additional employment. Thus, the current study will focus on if an increase in the three dimensions of burnout may be predicted based on a Virginia community college adjunct instructor's age, gender, and the number of jobs held outside of the VCCS.

Summary

Ran and Sanders (2020) estimated that over half of all courses offered in community colleges were taught by part-time instructors. Community colleges in Virginia in the fall term of 2019 were a great example. A community college in northern Virginia, consisting of 2,096 total teaching faculty, had 1,457 adjunct instructors (U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, 2019). In comparison, a community college in southern Virginia had a total of 135 faculty members, with 89 being considered part-time instructors (U.S. Department of Education, National Center for Education

Statistics, Integrated Postsecondary Education Data System, 2019). This data indicates that community college students are taught by most faculty members considered part-time employees of the institution.

Burnout is a psychological condition that manifests itself in the dimensions of emotional exhaustion, depersonalization, and a decrease in the sense of personal accomplishment (Maslach & Jackson, 1981). Previous studies have demonstrated the condition's existence among higher education faculty, with gender and age proving to be predicting variables. Regarding part-time faculty in community colleges, current research provides minimal information if burnout exists in two-year institutions. Only the data on job satisfaction is presented in the scholarly literature. Based on the research on community college job satisfaction, there is minimal discussion regarding age and gender and no observations if age and gender may predict burnout. In addition, the evidence does demonstrate that part-time community college faculty do work multiple jobs and possess a degree of job insecurity, but the literature does not discuss if this variable also predicts burnout.

The current research plans to conduct a study to determine if age, gender, and the number of jobs held can predict the level of burnout among adjunct faculty in Virginia's community college. Finally, limited research exists that focuses on burnout amongst community college faculty during the COVID-19 Pandemic. This study will be among the first to look at the topic of burnout amongst community college adjunct instructors in Virginia during the COVID-19 Pandemic. The potential correlation between the levels of burnout and the number of jobs held, age, and gender of Virginia's community college adjunct instructors may lend itself to a discussion in the scholarly literature if this sample of the teaching population suffered from burnout due to the COVID-19 Pandemic.

CHAPTER THREE: METHODS

Overview

The purpose of this chapter was to provide justification for the selection of the study's research design and analysis supported by the academic literature. A correlation research design with a convenience sample of adjunct faculty in the Virginia Community College (VCCS) system was employed to determine if a relationship could be predicted between an adjunct's age, gender, number of jobs held, and the three dimensions of burnout. A detailed explanation of the use of the online software, SurveyMonkey, and the Maslach Burnout Inventory for Human Services will explain and demonstrate how demographic information as well as data regarding the criterion variables were collected. Finally, the chapter includes the outlining of procedures for conducting the study, data collection, and data analysis.

Design

Piccioli (2019) argued that the scientific basis of educational research was established not in the research participants but in the research process itself. For this current study, the researcher decided to use the process of a quantitative, nonexperimental correlational design. Since qualitative designs are more subjective in nature because such studies focus upon an individual's personal experiences, and may not be fully reliable, consequently, a quantitative study was employed because it provided more objective results based on data that already existed (Creswell, 2014; Leavy, 2017; Simon & Goes, 2013).

A quantitative, nonexperimental correlational research design is appropriate when the researcher only wishes to measure two or more variables and analyze the statistical relationship of trends already discovered in previous studies (Creswell & Guetterman, 2019; Simon & Goes, 2013). Burnout amongst higher education faculty has been well documented (Zabrodska et al.,

2018). Scholarship by researchers like Acker and Armenti (2004), Bakley and Brodersen (2017), and Jamaludin and You (2019) have already studied gender and burnout amongst higher education faculty. Jamaludin and You (2019) ascertained that female collegiate faculty were more associated with high levels of depersonalization, while both men and women experienced equal levels of emotional exhaustion. Bakley and Brodersen (2017) performed a qualitative study and found that men and women possessed equal emotions of feeling underappreciated. Kramer et al. (2014) conducted a correlational study involving part-time instructors of Colorado's community colleges and ascertained that a low level of job satisfaction could be predicted based on the length of time an individual served as an adjunct instructor. Kramer et al. (2014) hypothesized that the longer adjunct instructors remained in a part-time position, the more likely they would develop a sense of pessimism that full-time employment would come to fruition. Pons et al. (2017) employed a qualitative phenomenological study and found female part-time instructors of a large urban community college possessed higher levels of job satisfaction; however, they recommended a larger, quantitative study be executed using multiple institutions to help determine if responses could be generalized to the larger adjunct community in the United States. Therefore, the researcher decided upon a quantitative approach to duplicate previous studies regarding burnout in higher education faculty but also to determine if the already existing literature was applicable to part-time faculty of the VCCS.

Furthermore, a correlational study is preferred when the predictor variables cannot be manipulated by the researcher (Jhangiani et al., 2015). The predictor variables for this study of burnout and VCCS adjunct faculty were age, gender, and the number of jobs held, with the criterion variables being the three dimensions of burnout—emotional exhaustion, depersonalization, and personal accomplishment. Since the researcher could not manipulate a

participant's age, gender, or the number of additional jobs held, a nonexperimental correlational study was selected as the appropriate research design. In addition, a nonexperimental correlational design allowed the researcher to investigate the magnitude and nature of the relationship between the predictor and criterion variables for the study (Creswell & Guetterman, 2019).

Finally, correlational quantitative studies help predict a cause-and-effect relationship between the predictor and criterion variables (Jopling, 2019; Joyner et al., 2019). For this study, the researcher sought to determine if the predictor variables of age, gender, and the number of additional jobs held could affect the level of the three dimensions of burnout among community college adjunct faculty in Virginia. In regard to the predictor variables, gender was defined as a biblical construct of male and female (*English Standard Version Bible*, 2001, Gen. 2:21-23). Age was defined as a numerical reference to how many years a person had been alive (Ye & Post, 2020), and the number of paying occupations a person worked in a week described the predictor variable of the number of jobs (Marucci-Wellman et al., 2016).

The criterion variable of emotional exhaustion referred to an individual's depletion of personal resources and the presence of fatigue (Maslach & Leiter, 2016). The criterion variables of depersonalization and decrease in the sense of personal accomplishment were defined as the presence of cynicism toward those who encountered burnout individuals and a lack in one's abilities on the job (Jamaludin & You, 2019; Maslach & Leiter, 2016). As the researcher of this study sought to determine how well the three dimensions of burnout—emotional exhaustion, depersonalization, and personal accomplishment—can be predicted from a linear combination of age, gender, and multiple jobs held, a correlational quantitative study was the proper scientific process.

Research Questions

Three research questions guided this correlation study. To determine the predictive relationship between gender, age, number of additional jobs held simultaneously, and burnout, the following questions guided this study:

RQ1: How accurately can emotional exhaustion, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

RQ2: How accurately can depersonalization, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

RQ3: How accurately can a decrease in the sense of personal accomplishment, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

Hypotheses

The following null hypotheses for this study are:

$H_0$1: There will be no significant predictive relationship between emotional exhaustion and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System.

$H_0$2: There will be no significant predictive relationship between depersonalization and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System.

$H_0$3: There will be no significant predictive relationship between a sense of personal accomplishment and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System.

Participants and Setting

This section provides a robust description of the settings and participants of this current study. It is important to note that this study was conducted during the COVID-19 pandemic resulting in local, state, and federal government regulations. Therefore, circumstances related to these conditions may have affected responses from participants.

Setting

The setting for this study included a multiple-campus community college system similar to the system. Kramer et al. (2014) and Ott and Dippold (2018) utilized when studying the potential existence of a correlation between the desires of part-time community college faculty and the level of job satisfaction. The setting for this study consisted of the 23 colleges of the Virginia Community College System (VCCS). The VCCS comprises 23 colleges located in rural and urban areas of the Commonwealth of Virginia that provide a total of over 218,000 students the opportunity to earn an associate's degree, vocation and workforce certificates, or transfer credit to a four-year institution (Virginia's Community Colleges, n.d.).

Participants

The participants for this research study originated from a population of 1,774 adjunct instructors teaching for 12 of the 23 different schools in VCCS. Participants' employment status was contractual without guaranteed continual employment. The contracts restrict the part-time instructor to teach no more than 32 credit hours per academic year (maximum of 8 workload/credit hours in the summer term, a maximum of 12 workload/credit hours in the fall

term, and a maximum of 12 workload/credit hours in the spring term). This practice is consistent across each respective college in the VCCS. A single course typically consists of three credit hours unless otherwise indicated. For example, some courses consist of just one credit hour or as many as four credit hours. As this study only focuses on an instructor's age, gender, and how many jobs worked outside the VCCS, variables like credit hours taught, online versus residential courses, subject matter taught, and student conduct was not considered in selecting the sample for this study; however, they are recommendations to be considered for future research.

The researcher utilized a convenience sample of 1,774 adjunct instructors teaching at least one class during the 2021 fall semester for the VCCS. Warner (2021) defined convenience sampling as a method used by a researcher due to ease of access. Since the researcher for this study serves as an adjunct instructor for the VCCS, and the sample could be obtained easily, a convenience sample methodology was appropriate. Though attempts were made to obtain the minimal sample size, only 247 participants ($N = 247$) responded to the invitation, completed the demographic survey, and submitted the Maslach Burnout Inventory for Human Services, compromising 14% of the invited population. Unfortunately, the low response rate to the survey did not meet the medium effect size of .7 at the alpha level of .05 (Gall et al., 2007). To meet the medium effect size of .7 at the alpha level of .05, a minimum of 316 participants would have been needed to complete the survey for the study to be applicable to the sample population; however, only 247 individuals participated in the study. Thus, the results of the study may not be able to apply to the general population of adjunct faculty members in the Virginia Community College System. Numerous factors may have played a role in the low response rate, and those variables were discussed in the limitations of this study.

Of the 1,774 invited participants, 247 completed the full questionnaire. The sample was

predominantly female, with 95 males (38%) and 152 females (62%) making up the 247 participants (see Table G1 in Appendix G). Regarding the age of the 247 participants (see Table G1 in Appendix G), two individuals were between the ages of 20 and 25 (.81%); 17 individuals were between the ages of 26 and 30 (6.88%); 25 individuals were between the ages of 31 and 35 (10.12%); 27 individuals were between the ages of 36 and 40 (10.93); 36 individuals between the ages of 41 and 45 (14.57%); 24 individuals between the ages of 46 and 50 (9.72%); 22 individuals were between the ages of 51 and 55 (8.91%); 29 individuals were between the ages of 56 and 60 (11.74%); 18 individuals were between the ages of 61 and 65 (7.29%); and 47 individuals were over the age of 65 (19.03%). Regarding the number of additional jobs worked outside of the VCCS (see Table G1 in Appendix G), of the 247 participants, 54 individuals (21.86%) marked that they worked no additional jobs; 108 participants (43.72%) marked working one additional job; 60 individuals (24.29%) marked working two additional jobs; 16 individuals (6.47%) marked working three additional jobs; and five individuals (2.02%) marked working four or more additional jobs outside of the VCCS. Regarding the number of additional jobs, there is a diverse array of men and women of various ages holding more than one job outside of the VCCS (see Table G2 in Appendix G).

Pay rates, class sizes, and the number of credits taught were not factored into this study as these variables vary from campus to campus. Pay rates depend on an individual's level of education and experience, the number of courses taught, the cost of living in the college's geographic area, and other factors. Class size and the number of classes taught depends on student enrollment. The researcher did recognize that these variables are limitations and recommend future studies considering such issues.

Instrumentation

This section briefly describes the instruments used to collect data in the study of burnout and adjunct instructors of the VCCS. Questions regarding an adjunct professor's age, gender, and the number of additional jobs held were inputted into an online survey platform known as SurveyMonkey. Questions from the Maslach Burnout Inventory for Human Services were also keyboarded into the online survey platform.

Demographic Reporting

To gather information regarding an adjunct professors' age, gender, and the number of additional jobs held, the researcher utilized SurveyMonkey to collect such information. SurveyMonkey is online software that allows its users to design surveys to collect different types of data, and it is available to send using different methods like social media and e-mail (Ramshaw, n.d.). This specific platform has been used in numerous studies (e.g., Bernhard, 2016; Woodworth, 2016).

Three questions, asking for the age of the participant, gender of the participant, and the number of additional jobs held currently, were provided to the participants for their responses. (see Appendix A). The first question asked the participant's age, and the individual had one of 10 options to select—20 to 25 years of age, 26 to 30 years of age, 31 to 35 years of age, 36 to 40 years of age, 41 to 45 years of age, 46 to 50 years of age, 51 to 55 years of age, 56 to 60 years of age, and over 65 years of age. In their regression study, Marchand et al. (2018) found that women of various ages reported different levels of burnout. Women between the ages of 30 and 35 expressed higher levels of burnout than women 35 to 55 years of age, and a sharp increase in the level of burnout in women over the age of 55 (Marchand et al., 2018). The researcher desired to see if a similar prediction could be made based on the ages of adjunct instructors in the VCCS.

Question two asked about the participant's gender and three options for selection were provided—male, female, and prefer not to say. The third question asked how many jobs the individual worked outside of their VCCS employment. Five options were given for question four—no other employment other than VCCS, 1, 2, 3, and 4 or more. Finally, as a benefit to participating colleges, the researcher asked participants to identify which of the 23 schools in the VCCS employed them. Administrators of participating colleges requested the researcher provide specific results pertaining to their institution regarding their adjunct instructors and burnout. Though this information was collected, data were not reported in the official results. To protect the anonymity of participating schools, the researcher only shared a school's data with that institution's administrator. Once this portion of the survey was completed, the participant could continue to the instrument on burnout.

Maslach Burnout Inventory for Human Services

Data collection for the criterion variables was conducted with the use of questions from the Maslach Burnout Inventory (MBI). Maslach and Jackson (1981) developed a tool to measure an individual's level of burnout by asserting a subject's level of emotional exhaustion, depersonalization, and sense of personal accomplishment. These three elements must be present for a person to be labeled as experiencing burnout (Maslach & Jackson, 1981). The MBI is considered the primary instrument in studying burnout, and it has been utilized in many studies; therefore, researchers have been adamant about its reliability (Coker & Omoluabi, 2009; Jamaludin & You, 2019; Padilla & Thompson, 2015; Serin & Balkan, 2014).

The MBI consists of numerous surveys for different occupations—medical professionals, human service workers, educators, as well for general use and students (Mind Garden, n.d.). For the purposes of this study, the Maslach Burnout Inventory— Human Services Survey (MBI-

HSS) was the appropriate method of data collection. The MBI for educators was not selected because Maslach et al. (1996) suggested that the MBI survey for educators was most effective for those in school districts that consist of K-12 institutions. Since the current study focused on higher education, and postsecondary educators were identified as appropriate testers, the MBI-HSS was selected (Maslach et al., 1996). The MBI-HSS has been employed in studies involving job satisfaction and burnout amongst higher education instructors. Rana and Soodan (2019) employed the MBI-HSS in their study of stress, job satisfaction, and burnout amongst college instructors in India and observed that 59% of participants experienced symptoms of burnout.

To obtain permission to use and employ the Maslach Burnout Inventory Human Services Survey (MBI-HSS), the researcher purchased the license to utilize the instrument (see Appendix A). Maslach et al. (1996) identified that the Maslach Burnout Inventory—Human Services Survey should take a participant 10 to 15 minutes to complete. Maslach et al. (1996) recommended that participants complete the survey without knowledge of answers provided by other individuals in the study. The instrument can be employed for participants to take at home, but Maslach et al. (1996) advised researchers that such a setting may skew participants' answers because of influences from family, friends, or co-workers. Since the researcher of this study was unable to travel to all participating campuses in the VCCS to administer the survey, sending an electronic copy of the survey was the most logical option. Finally, Maslach et al. (1996) emphasized that the researcher assures the anonymity of participants. Thus, a statement of confidentiality was provided at the beginning of the survey (see Appendix B).

Participants were required to answer 22 questions on the MBI-HSS, which gauged the individual’s level of the three dimensions of burnout—emotional exhaustion, depersonalization, and sense of accomplishment. Participants were asked nine questions regarding how often they

experienced emotional exhaustion. For depersonalization, participants answered five questions, and eight questions were asked to express how often they experience a sense of personal accomplishment (Teles et al., 2020). The 22 questions required respondents to record their answers via a seven-point Likert frequency scale ranging from never to every day (Appendix A). Participants could choose from the following answer selections: never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week, and every day. With the three-question demographic survey and the 22- question Maslach Burnout Inventory, the participants completed a total of 25 questions, not including the informed consent document question.

In *Maslach Burnout Inventory manual,* Maslach et al. (2006) provided a scoring key to help determine the level of emotional exhaustion (EE), depersonalization (DP), and personal accomplishment (PA). For EE, 0 to 16 indicated a low level of EE, 17 to 26 indicated a moderate level of EE, and 27 and greater indicated a high level of EE. For DP, 0 to 6 was low, 7 to 12 was moderate, and 13 and greater was high. Personal accomplishment is scored in the opposite manner. Thus, the lower the score, the lower the level of a sense PA. For PA, 0 to 31 was low, 32 to 38 was moderate, and 39 and greater indicated a high level of personal accomplishment. The individual who scored 39 had a stronger positive sense of PA than the individual who scored 32.

Reliability. Numerous studies have confirmed the reliability of the use of the Maslach Burnout Inventory. Simon and Goes (2013) argued that Cronbach's alpha was important in determining if an instrument was reliable. In addition, Cronbach's alpha tests the internal consistency of an instrument on a scale from zero to one (Tavakol & Dennick, 2011). A reliability score under 0.7 was considered unsatisfactory when determining the internal reliability of a test (Nunnally, 1975). For this study of burnout and community college adjunct instructors,

Cronbach's alpha for the three dimensions of burnout was .9 for emotional exhaustion, .79 for depersonalization, and .77 for personal accomplishment. This result is congruent with other studies that utilized the MBI-HSS. In their study of burnout and nurses in Italy, Pisanti et al. (2012) reported a Cronbach's alpha of .88 for emotional exhaustion, .70 for depersonalization, and .83 for personal accomplishment.

Validity. A researcher relies on construct validity to determine if an instrument is as effective in what it claims to measure (Clark-Carter, 2009). Construct validity of an instrument relies on a continual process of reviewing numerous studies that use the instrument and produce results from different samples (Hallberg & Sverke, 2004). Researchers have employed the Maslach Burnout Inventory (MBI) for multiple studies in the past and demonstrated its validity. Ghorpade et al. (2011) ascertained from their use of the MBI-HSS that when employees were confused about managerial expectations, there was an increase in their level of burnout. Regarding higher education, Sabagh et al. (2018) employed the MBI and ascertained that an increase in stress due to familial responsibilities might predict an increase in a faculty member's level of burnout.

Procedures

This section details the procedures followed by the researcher to conduct the study of burnout among adjunct faculty of Virginia's community colleges. To begin the process of conducting the study, the researcher first purchased permission to use the Maslach Burnout Inventory for Human Services from MindGarden.com. Next, the researcher subscribed to SurveyMonkey and created the survey within that platform using the demographic questions and the 22 questions from the MBI-HSS (Appendix A). SurveyMonkey was an appropriate platform because it was low cost, easy to use in creating customizable survey questions, and had a

reputation for keeping data secure and private (CompareCamp, n.d.). Furthermore, SurveyMonkey allowed the researcher to download survey results to spreadsheets and SPSS (CompareCamp, n.d.).

After the creation of the survey, the researcher sought Institutional Review Board (IRB) approval to conduct his study (Appendix C). Once IRB approval was granted, the researcher then e-mailed a letter to the director of institutional effectiveness of each of the 23 schools in the VCCS asking for permission to conduct his survey (Appendix D). The researcher only communicated with the directors of institutional effectiveness at each institution and asked if the number of adjunct instructors teaching at each participating school would be provided. Once an institution agreed for the researcher to conduct his study, a participation letter (Appendix E) was sent to the directors of institutional effectiveness at each participating school that was to be forwarded to the respective school's adjunct faculty population teaching during the fall 2022 semester. The participation letter explained the purpose of the study and a link to the survey. Invited adjunct faculty members could either choose to participate in the survey or ignore the invitation.

If the invited adjunct instructor decided to click on the link to the survey, SurveyMonkey would open in a new window on the participant's computer. The first page of the survey was the informed consent document. After reviewing the informed consent document, the participant then clicked "I Agree" at the bottom of the webpage. Once the participant agreed to partake in the survey after reading the informed consent, the individual was then provided with the second page of the survey that asked for the individual's age. The participant was given one of 10 choices to select: 20 to 25 years of age, 26 to 30 years of age, 31 to 35 years of age, 36 to 40 years of age, 41 to 45 years of age, 46 to 50 years of age, 51 to 55 years of age, 56 to 60 years of

age, and over 65 years of age. To make their selection, the participant clicked on a circle beside the answer choices. Next, the participant was asked to select their gender by selecting a circle next to each answer choice. Three options were given—male, female, or prefer not to say. The third question asked the participant to identify how many jobs they held outside of teaching for the VCCS by selecting a circle next to each possible choice. Five choices were given—no other employment other than the VCCS, 1, 2, 3, or 4 or more. The final question on the second page of the survey asked the participant to identify their employing community college. The participant selected the institution by clicking on a chevron that revealed a drop-down menu listing all the 23 colleges within the VCCS. The participant would then select one school from the drop-down menu. This final question was only used to provide each school-specific results that pertained to their institution only. Once all questions on the second page of the survey were answered, the participant then clicked "I Agree" at the bottom of the second page.

After clicking "I Agree" at the bottom of the second page, the participant was presented with the third page of the survey containing 22 questions from the Maslach Burnout Inventory for Human Services. Participants were asked to identify their feelings toward teaching for the VCCS as an adjunct instructor by clicking one of the following options—never, a few times a year or less, once a month, a few times a month, once a week, a few times a week, or every day. Responses to the questions were provided under each question with a corresponding circle under each answer selection. Once the participant selected a response to each of the 22 questions from the MBI-HSS, the individual clicked "I Agree" at the bottom of the third page of the survey, which submitted the completed survey.

After two weeks of the initial invitation being sent to the adjunct faculty of participating schools, a follow-up e-mail was forwarded (Appendix F) to the adjunct instructors reminding

them of the survey. The purpose of the study, a link to the survey on SurveyMonkey, and the deadline to complete the survey were included in the follow-up e-mail. After the deadline to participate in the study, the survey was closed on SurveyMonkey.

From a secure computer, the researcher downloaded and saved the raw data from SurveyMonkey into Microsoft Excel. Extraneous information—the person's IP address the researcher's collector ID—was deleted. Next, the researcher deleted incomplete surveys, participants that did not record their gender, and removed schools that did not agree to participate but completed the survey. The researcher then sorted respondents by age range in Microsoft Excel and coded for entry into SPSS: 20 to 25 years of age = 1, 26 to 30 years of age = 2, 31 to 35 years of age = 3, 36 to 40 years of age = 4, 41 to 45 years of age = 5, 46 to 50 years of age = 6, 51 to 55 years of age = 7, 56 to 60 years of age = 8, 61 to 65 years of age 9, and over 65 years of age 10. Then participants' gender was sorted and coded for entry into SPSS: 1 for male and 2 for female. Only three participants selected "prefer not to say," so their responses were not recorded. Next, the number of additional jobs held was sorted within Microsoft Excel and coded for SPSS: 0 for no jobs outside of the VCCS, 1 for one job outside the VCCS, 2 for two jobs outside the VCCS, 3 for three jobs outside the VCCS, and 4 for four or more jobs outside the VCCS.

Next, using the key from the MBI-HSS, the researcher scored the individual responses to determine a numeric level of emotional exhaustion, depersonalization, and personal accomplishment never = 0, a few times a year or less = 1, once a month or less = 2, a few times a month = 3, once a week = 4, a few times a week = 5, and every day = 6 (Maslach et al., 2006). According to the *Maslach Burnout Inventory Handbook*, the researcher would detect a significant, or high, level of burnout in postsecondary educators based on the following results of

MBI-HSS: a score greater or equal to 27 for emotional exhaustion, a score of nine or greater for depersonalization, and a score of greater or equal to 35 for a decline in the sense of personal accomplishment (Maslach et al., 2006). Finally, using individual survey responses, the researcher calculated Cronbach's alpha using Microsoft Excel. All values met the minimum expectations of 0.7 (Nunnally, 1975).

Data Analysis

For this study of burnout and adjunct faculty in the VCCS, three predictor variables were included– age, gender, and the number of additional jobs held outside of the VCCS – and three criterion variables – emotional exhaustion, depersonalization, and personal accomplishment as measured by the Maslach Burnout Inventory Human Services Survey. Maslach et al. (2008) recommended that when studying burnout, a researcher should test each separate dimension of burnout, emotional exhaustion, depersonalization, and personal accomplishment, and not a single measure of burnout. Each dimension of burnout was considered a separate criterion variable for this study and was assessed individually to ascertain if a possible correlation could be predicted based on the three predictor variables of age, gender, and the number of additional jobs held. To make such a prediction, the researcher utilized a multiple regression analysis.

Multiple regression analysis is conducted when assessing a potential predictive correlation is being determined between two or more predictor variables and one criterion variable (Creswell & Guetterman, 2019; Gall et al., 2007). George and Mallery (2019) recommended multiple regression when a researcher sought to determine if more than one predictor variable affects a criterion variable. Since each null hypothesis comprised three predictor variables and one criterion variable, multiple regression is the most applicable method of statistical analysis for this study, as seen in previous research. For example, Chui et al. (2020)

hypothesized that a change in four dietary patterns would be affected by an individual's high level of burnout, age, and gender. To test their hypothesis, Chui et al. (2020) performed four separate regression models predicting if a tendency to crave and consume more junk food could be correlated with an increased level of burnout. By using Maslach and Jackson's (1981) recommendation to study each dimension of burnout separately, three individual multiple regression analyses were conducted to test if a predictive relationship existed between each criterion variable and the three predictor variables of age, gender, and the number of additional jobs held.

To detect the presence of outliers, the researcher ran three casewise diagnostics in SPSS for the three regression models. SPSS software was also utilized to determine the conclusive status of each null. The mean and standard deviation of each criterion variable was determined and reported. To ascertain if a predictive relationship existed between the predictor and criterion variables, the researcher utilized an ANOVA for each of the three multiple regression models to determine a significant relationship between the predictor and criterion variables. In addition, the researcher charted the model summary and coefficients for each multiple regression model.

To ensure the reliability of the three regression models, the researcher examined the assumptions of independence of errors, multicollinearity, and normality using SPSS. Based on the testing assumptions, there was no correlation with the three predictor variables of age, gender, and the number of additional jobs held. Data analysis indicated the model to be reliable for emotional exhaustion, but histograms, P-P plots, and scatterplots indicated the models for depersonalization and personal accomplishment to not be reliable.

Once the three regression models were determined to be reliable or not, each null hypothesis was either rejected or failed to be rejected. The alpha level was set at 0.05 for the

multiple regressions (Warner, 2013). The researcher then documented the findings of the study within Microsoft Word. Once the findings were documented and codified, the researcher created an outline to organize the information in Microsoft Word. Finally, the researcher summarized the findings of the study in Microsoft Word to present the information.

CHAPTER FOUR: FINDINGS

Overview

To determine if a predictive relationship existed between the predictor variables of age, gender, and the number of additional jobs held and the criterion variables of the three dimensions of burnout (emotional exhaustion, depersonalization, and personal accomplishment), three multiple regression models were performed. This chapter will examine the descriptive statistics but also discuss the testing of assumptions. Finally, a discussion of the results of the three multiple regression models will demonstrate if the researcher can reject or fail to reject each of the three null hypotheses.

Research Questions

RQ1: How accurately can emotional exhaustion, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

RQ2: How accurately can depersonalization, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

RQ3: How accurately can a decrease in the sense of personal accomplishment, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?

Null Hypotheses

$H_0$1: There will be no significant predictive relationship between emotional exhaustion and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System.

$H_0$2: There will be no significant predictive relationship between depersonalization and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System.

$H_0$3: There will be no significant predictive relationship between a sense of personal accomplishment and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System.

Data Screening

Casewise diagnostics were used to scan the data for inconsistencies, errors, and outliers. Scatterplots were also reviewed to determine the presence of outliers (see Figures 3, 6, and 8). Upon running casewise diagnostics, the researcher discovered outliers in the three different regression models. As seen in Table 1, there was one outlier in the regression model, where emotional exhaustion (EE) was the criterion variable. For the second regression model, depersonalization (DP) was the criterion variable, and six outliers were identified (see Table 2). Finally, Table 3 shows that one outlier was identified for the third regression model that had personal accomplishment (PA) as the criterion variable. Thus, the number of participants for emotional exhaustion was 246. For depersonalization, the number of participants was 241, and personal accomplishment had 246 participants after all outliers were removed.

Table 1

Casewise Diagnostics for Emotional Exhaustion

Case Number	Std. Residual	EE	Predicted Value	Residual
44	3.012	47	11.39	35.609

a. Criterion Variable: EMOTIONAL EXHAUSTION

Table 2

Casewise Diagnostics for Depersonalization

Case Number	Std. Residual	DP	Predicted Value	Residual
5	3.081	18	3.17	14.835
43	3.289	19	3.17	15.835
50	3.833	25	6.54	18.456
53	3.014	19	4.49	14.513
56	3.204	20	4.58	15.425
180	4.321	28	7.19	20.805

a. Criterion Variable: DEPERSONALIZATION

Table 3

Casewise Diagnostics for Personal Accomplishment

Case Number	Std. Residual	PA	Predicted Value	Residual
69	-3.468	11	37.32	-26.318

a. Criterion Variable: PERSONAL ACCOMPLISHMENT

Descriptive Statistics

Descriptive statistics are used to provide a summary of the results in a concise manner (Warner, 2013). For this study, the Maslach Burnout Inventory for Human Services was utilized to determine if a predictive relationship existed between the three levels of burnout emotional exhaustion, depersonalization and sense of personal accomplishment, and an individual's age, gender, and the number of jobs held outside of the Virginia Community College System among

the adjunct population. Maslach et al. (2006) provided a scoring key in their *Maslach Burnout Inventory Manual* that gauged a person's level of emotional exhaustion, depersonalization, and sense of personal accomplishment.

Emotional Exhaustion

According to Maslach et al. (2006), the Maslach Burnout Inventory for Human Services (MBI-HSS) gauged a low level of emotional exhaustion between 0 and 16, a moderate level of emotional exhaustion gauged between 17 and 26, and a high level of emotional exhaustion measured between 27 and greater. As seen in Table 4, when determining if a predictive relationship existed between age and emotional exhaustion for this study, the mean level of emotional exhaustion was 17.2 (*SD* = 12.4). Thus, the average level of emotional exhaustion by age group was moderate. Some age groups did demonstrate a higher level of emotional exhaustion than others (see Table 1). For example, the age group of 31 to 35 scored on the higher end of moderate for emotional exhaustion with a mean score of 25.3 (*SD* = 13.6). The age group of 26 to 30 also indicated to experience a high, moderate level of emotional exhaustion (*M* = 23, *SD* = 12.2). However, Table 1 shows that those 56 to 60 and over 65 had a lower level of emotional exhaustion.

Table 4

Mean Emotional Exhaustion by Age Group

AGE	*M*	*N*	*SD*
Age 20-25	19.50	2	14.849
Age 26-30	22.94	17	12.229
Age 31-35	25.28	25	13.572
Age 36-40	18.63	27	12.466
Age 41-45	19.00	36	13.695
Age 46-50	19.38	24	12.118
Age 51-55	17.59	22	10.953
Age 56-60	13.72	29	10.457
Age 61-65	15.67	18	11.136
Over 65	9.57	46	8.983
Total	17.15	246	12.438

Regarding a predictive relationship between emotional exhaustion and gender, the researcher could not ascertain a high level of emotional exhaustion. As seen in Table 5, the average level of emotional exhaustion for both males and females was moderate, according to the MBI-HSS (M = 17.2, SD = 12.4); however, males did score slightly higher than females regarding emotional exhaustion.

Table 5

Mean Emotional Exhaustion by Gender

GENDER	*M*	*N*	*SD*
Male	17.43	95	13.297
Female	16.98	151	11.908
Total	17.15	246	12.438

Regarding the number of jobs held outside of the VCCS and emotional exhaustion, Table 6 shows that the group with the highest level of emotional exhaustion was those individuals who held four or more jobs outside of the VCCS (M = 25.4, SD = 4.7). This result was almost 8 points above the total mean of 17.2 (SD = 12.4). Individuals who worked no additional jobs

could be considered as experiencing a low level of emotional exhaustion (*M* = 11.5, *SD* = 11.1). Interestingly, participants with three additional jobs had lower levels of burnout (*M* = 16.3, *SD* = 13.6) than those participants with one to two additional jobs.

Table 6

Mean Emotional Exhaustion by Number of Additional Jobs Held

ADDITIONAL JOBS HELD	*M*	*N*	*SD*
No additional jobs held	11.53	58	11.101
One additional job held	18.48	107	12.689
Two additional jobs held	19.77	60	11.757
Three additional jobs held	16.31	16	13.632
Four or more additional jobs held	25.40	5	4.722
Total	17.15	246	12.438

Depersonalization

Maslach et al. (2006) reported a low level of depersonalization scored between 0 and 6, a moderate level of depersonalization scored between 7 and 12, and a high level of depersonalization measured between 13 or greater. As seen in Table 7, the mean for depersonalization by age group in this study was measured at the low end of depersonalization (*M* = 4, *SD* = 4.3); however, some age groups were lower and higher than the average. For example, participants over the age of 65 had the lowest levels of depersonalization (*M* = 2.7, *SD* = 2.8), and individuals between the ages of 26 and 30 averaged in the higher range of the lower level of burnout (*M* = 6.3, *SD* = 6.1).

Table 7

Mean Depersonalization by Age Group

AGE	*M*	*N*	*SD*
Age 20-25	5.00	2	2.828
Age 26-30	6.31	16	6.118
Age 31-35	5.25	24	5.407
Age 36-40	5.81	27	5.211
Age 41-45	4.83	36	5.180
Age 46-50	3.42	24	3.670
Age 51-55	3.10	21	2.488
Age 56-60	2.93	27	2.745
Age 61-65	2.76	17	3.093
Over 65	2.72	47	2.795
Total	4.02	241	4.295

Regarding gender and depersonalization, the mean for both genders, as seen in Table 8, was 4 (*SD* = 4.3). Men expressed a slightly higher level of depersonalization (*M* = 4.9, *SD* = 4.9) than women (*M* = 3.5, *SD* = 8.8).

Table 8

Mean Depersonalization by Gender

GENDER	*M*	*N*	*SD*
Male	4.87	94	4.897
Female	3.48	147	3.779
Total	4.02	241	4.295

As seen in Table 9, the number of jobs held outside of the VCCS predicted a low level of depersonalization (*M* = 4, *SD* = 4.3) based on the scoring of the MBI-HSS. Individuals with four or more jobs tended to express moderate levels of depersonalization (*M* = 9.2, *SD* = 6.8), and individuals with no additional jobs gauged the lowest level of depersonalization (*M* = 2.8, *SD* = 3.2). Interestingly, individuals with two jobs measured a higher level of depersonalization *M* = 5, *SD* = 4.7) than individuals with three jobs (*M* = 4.5, *SD* = 5).

Table 9

Mean Depersonalization by Number of Additional Jobs Held

ADDITIONAL JOBS HELD	*M*	*N*	*SD*
No additional jobs held	2.84	58	3.194
One additional job held	3.88	106	4.176
Two additional jobs held	4.89	57	4.693
Three additional jobs held	4.53	15	4.853
Four or more additional jobs held	9.20	5	6.834
Total	4.02	241	4.295

Personal Accomplishment

Maslach et al. (2006) reported that a low level of personal accomplishment measured 0 to 31, a moderate level of personal accomplishment was 32 to 38, and a high level of personal accomplishment measured 39 or over. Regarding age, participants of this study gauged a moderate level of personal accomplishment ($M = 36.7$, $SD = 7.5$), as seen in Table 10. The majority of age groups fell within the moderate level of depersonalization, but those participants who identified between the ages of 20 and 25 measured a higher level of personal accomplishment ($M = 40.5$, $SD = 9.2$).

Table 10

Mean Personal Accomplishment by Age Group

AGE	*M*	*N*	*SD*
Age 20-25	40.50	2	9.192
Age 26-30	37.29	17	6.953
Age 31-35	37.04	25	6.161
Age 36-40	35.67	27	6.794
Age 41-45	37.81	36	7.074
Age 46-50	33.67	24	9.685
Age 51-55	38.52	21	5.192
Age 56-60	38.76	29	6.092
Age 61-65	36.78	18	5.610
Over 65	35.21	47	9.337
Total	36.68	246	7.459

As seen in Table 11, gender did not make a noticeable difference in personal accomplishment. The total mean (M = 36.7, SD = 7.5) indicated that the average level of personal accomplishment was moderate among those who completed the survey; however, females demonstrated a slightly higher level (M = 37.6, SD = 6.8) of personal accomplishment than males (M = 35.2, SD = 8.2).

Table 11

Mean Personal Accomplishment by Gender

GENDER	*M*	*N*	*SD*
Male	35.25	95	8.238
Female	37.58	151	6.799
Total	36.68	246	7.459

The number of jobs held outside of the VCCS presented a mean total of 36.7 (SD = 7.5). Thus, a moderate level of personal satisfaction was revealed to be expressed among all individuals regardless of the number of jobs held outside of the VCCS, as seen in Table 12; however, individuals who identified working four or more jobs outside of the VCCS had a higher level of personal satisfaction than the other categories of job holders.

Table 12

Mean Personal Accomplishment by Number of Additional Jobs Held

ADDITIONAL JOBS HELD	*M*	*N*	*SD*
No additional jobs held	36.33	58	8.116
One additional job held	36.88	107	7.529
Two additional jobs held	36.77	60	6.875
Three additional jobs held	36.06	16	7.759
Four or more additional jobs held	37.40	5	6.189
Total	36.68	246	7.459

Results

The purpose of this quantitative study was to analyze if a predictive relationship existed between three predictor variables (age, gender, and the number of additional jobs held) and the criterion variables (the three dimensions of burnout—emotional exhaustion, depersonalization, and personal accomplishment). To measure the level of each three dimensions of burnout, the Maslach Burnout Inventory for Human Services was utilized. The researcher conducted the study and scored respectively the levels of the three dimensions of burnout using the scoring key provided in the *Maslach Burnout Inventory Manual* (Maslach et al., 1996). Three multiple regression models were conducted in SPSS to test each research question. Each regression model was reviewed for the assumptions of linearity, bivariate normality, multicollinearity, and test of independence of errors to measure reliability. The Durbin-Watson statistic, histograms, P-P plots, and scatterplots provided results for the assumption testing for each of the three regression models.

Null Hypothesis One

The first null hypothesis stated, "There will be no significant predictive relationship between emotional exhaustion and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System."

Assumption Testing. To measure the reliability of the first regression model, the researcher tested the assumptions of linearity, bivariate normality, multicollinearity, and the test of independence of errors. The multiple regression model for age, gender, number of additional jobs, and emotional exhaustion slightly violated the assumption of independence of errors with a Durbin-Watson statistic of .8 (see Table 14). However, though the assumption for the test of independence of errors was violated, the test for the absence of multicollinearity had a Variance

Inflation Factor (VIF) level of 1.1 for age, 1 for gender, and 1.1 for the number of additional jobs (see Table 15). Thus, multicollinearity was not present since the VIF level for the three predictor variables fell between 1 and 3. According to Williams et al. (2013), if multicollinearity was identified, the researcher could ascertain that the shared relationship between two predictor variables would provide similar information about the criterion variable and render the regression model unreliable.

To confirm normality, the researcher analyzed the histogram and P-P plot, as shown in Figures 1 and 2, to show normal distribution, but there is a slight skewness and kurtosis to the left of the mean below the mean on the histogram. For there to be normality, the histogram must show residual values evenly distributed, and the data plots on the P-P plot do not vary from the solid line. The scatter plot in Figure 3 shows linearity as most of the data plots falls around the 0 line on the *y*-axis. Thus, the model is recommended to attempt to predict an adjunct instructor's level of emotional exhaustion.

Figure 1

Histogram for Emotional Exhaustion, Age, Gender, and Number of Additional Jobs Held

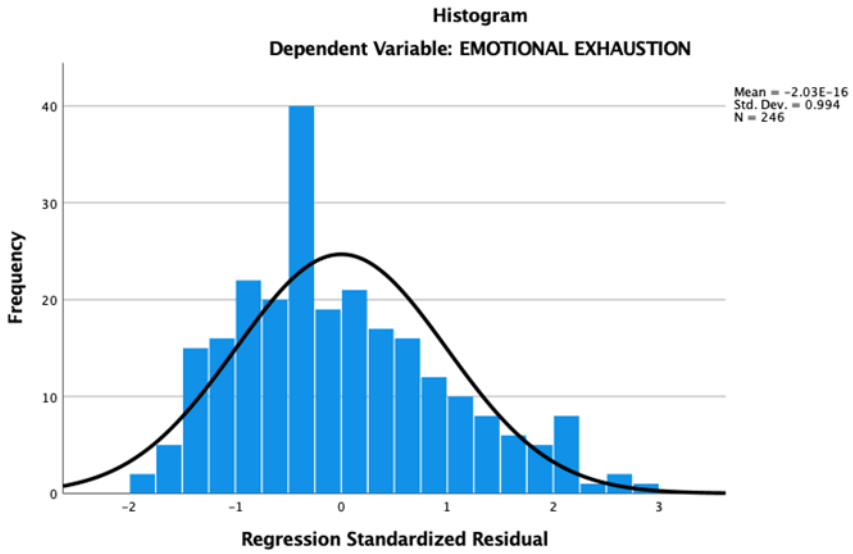


Figure 2

Normal P-P Plot for Emotional Exhaustion, Age, Gender, and Number of Additional Jobs Held

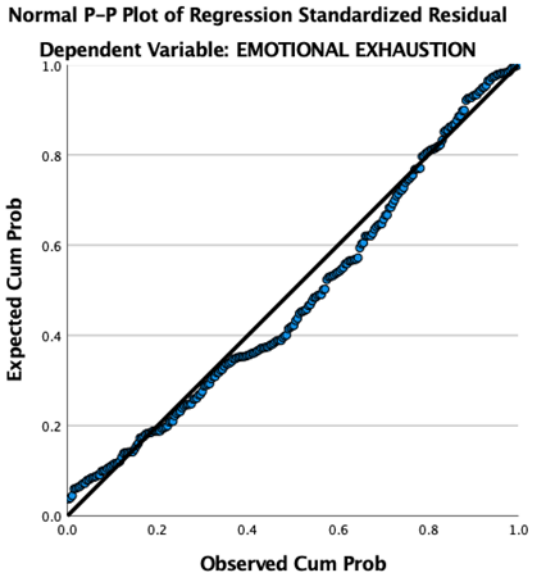
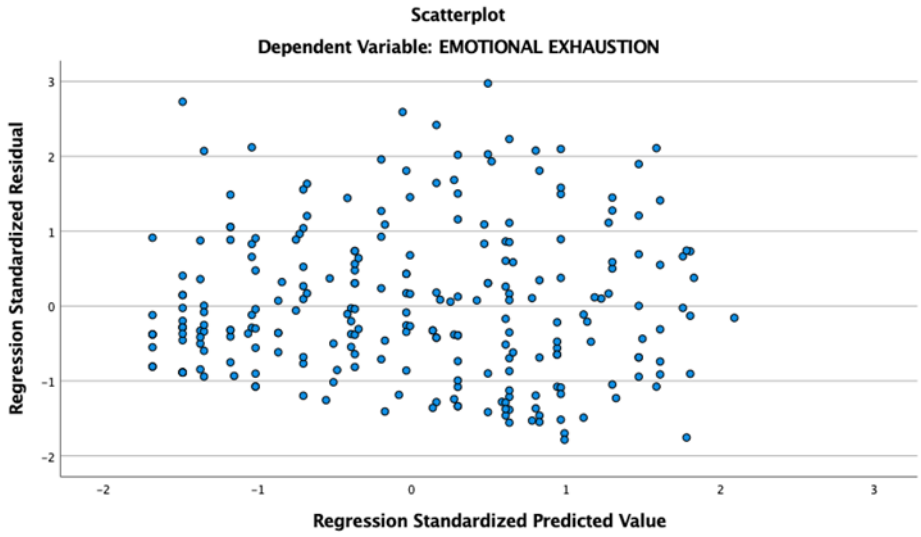


Figure 3

Scatterplot Emotional Exhaustion, Age, Gender, and Number of Additional Jobs Held



Results. The researcher used multiple regression to determine if a relationship could be predicted between the predictor variables, age, gender, and the number of jobs held and the criterion variable of emotional exhaustion. The researcher rejected the null hypothesis at the 95%

confidence level, where $F(3, 242)=12.9$, $p=<.001$. The data indicated a statistical relationship between the predictor variables and the criterion variables (See Table 13 for model results).

Table 13

ANOVA for Emotional Exhaustion, Age, Gender, and Number of Additional Jobs Held

Model		*SS*	*df*	*MS*	*F*	*p*
1	Regression	5235.201	3	1745.067	12.928	<.001[b]
	Residual	32666.929	242	134.987		
	Total	37902.130	245			

The model's effect size was small, where $R=.372$. Further, $R^2=.138$ indicates that approximately 13.8% of the variance in the criterion variable can be explained by the linear combination of the predictor variables. However, $R^2(.13)$ indicates that the model may not generalize well to other populations. Additional variables may be needed to accurately predict emotional exhaustion (See Table 14 for a model summary).

Table 14

Model Summary for Emotional Exhaustion, Age, Gender, and Number of Additional Jobs Held

Model	*R*	R^2	Adjusted R^2	*SE*	Durbin-Watson
1	.372[a]	.138	.127	11.618	.793

Since the researcher rejected the null hypothesis, further analysis of the coefficients was performed. Warner (2013) said that for a predictive relationship, a *p*-value of less than .05 must be present for the predictor variables. Based on the coefficient analysis, it was determined that age was the best predictor of emotional exhaustion, where $p = <.001$ (See Table 15 for coefficients).

Table 15

Regression Summary for Emotional Exhaustion, Age, Gender, and Number of Additional Jobs Held (n=246)

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	SE	β	*t*	*p*	VIF
1	(Constant)	26.624	3.807		6.993	<.001	
	AGE	-1.543	.295	-.327	-5.226	<.001	1.101
	GENDER	-.903	1.551	-.035	-.582	.561	1.039
	ADDITIONAL JOBS HELD	1.433	.831	.108	1.725	.086	1.111

Null Hypothesis Two

The second null hypothesis said, "There will be no significant predictive relationship between depersonalization and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System."

Assumption Testing. The second multiple regression model for age, gender, the number of additional jobs, and depersonalization met the assumption of independence of errors with a Durbin-Watson statistic of 1.8 (see Table 17). Regarding multicollinearity, the VIF for age, gender, additional jobs held, and depersonalization. The absence of multicollinearity for each of the predictor variables met the acceptable range between 1 and 3 (see Table 18).

To test the assumptions of bivariate normality and linearity, the researcher utilized a histogram, P-P plot, and a scatterplot. The histogram and P-P plot in Figures 4 and 5 signal a lack of normality. The histogram is positively skewed, with the major of the data plots falling to the left of the mean with kurtosis. The same is seen in the P-P plot, with the data plots skewing from the solid line. The scatterplot in Figure 6 also indicates a lack of linearity because many of the data plots fall below the 0 line on the *y*-axis. Thus, the model is not recommended to predict depersonalization.

Figure 4

Histogram for Depersonalization, Age, Gender, and Number of Additional Jobs Held

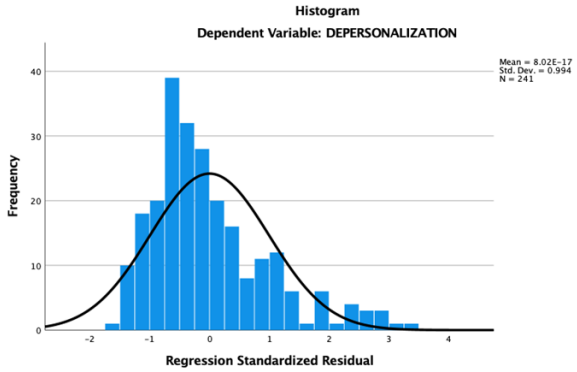


Figure 5

Normal P-P Plot of Residuals for Depersonalization, Age, Gender, and Number of Additional Jobs Held

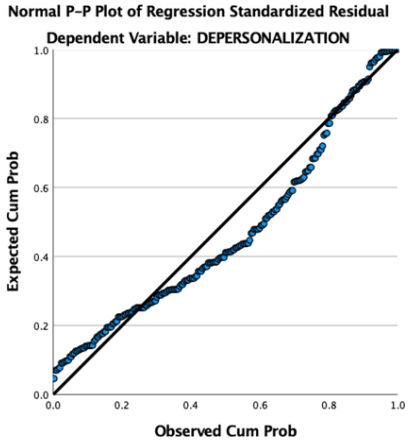
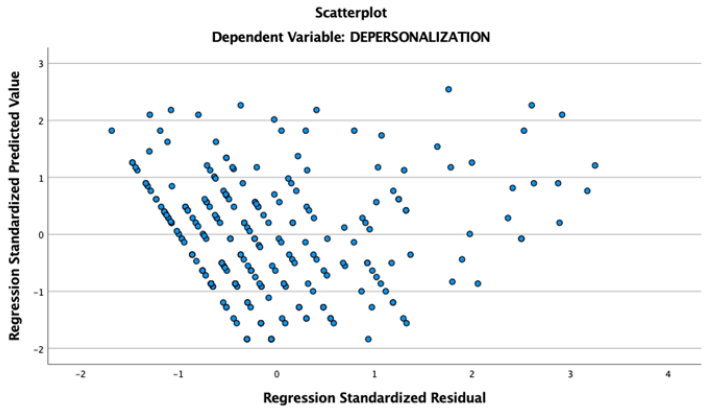


Figure 6

Scatterplot Depersonalization, Age, Gender, and Number of Additional Jobs Held



Results. The researcher ran a second multiple regression model to ascertain if a relationship could be predicted between the predictor variables of age, gender, the number of jobs held, and the criterion variable of depersonalization. The researcher rejected the null at 95% confidence level, where $F(3, 237)=11.4.$, $p=<.001$. The data indicated a statistical relationship between the predictor variables and the criterion variables (see Table 16).

Table 16

ANOVA for Depersonalization, Age, Gender, and Number of Additional Jobs Held

Model		*SS*	*df*	*MS*	*F*	*p*
1	Regression	559.336	3	186.445	11.425	<.001[b]
	Residual	3867.560	237	16.319		
	Total	4426.896	240			

The model effect size was small, where $R=.355$. Further, $R^2=.126$ indicates that approximately 12.6% of the variance in the criterion variable can be explained by the linear combination of the predictor variables. However, $R^2(11.5)$ indicates that the model may not generalize well to other populations, and additional variables may be needed to accurately predict depersonalization (See Table 17).

Table 17

Model Summary for Depersonalization, Age, Gender, and Number of Additional Jobs Held

Model	*R*	R^2	Adjusted R^2	*SE*	Durbin-Watson
1	.355[a]	.126	.115	4.040	1.770

Since the researcher rejected the null hypothesis, further analysis of the coefficients was performed. Based on the coefficient analysis, it was determined that age was the best predictor of depersonalization, where age had a *p*-value of <.001. The predictor variable of gender was considered to be the next best predictor of depersonalization with a *p*-value of .007 (See Table 18 for coefficients).

Table 18

Regression Summary for Depersonalization, Age, Gender, and Number of Additional Jobs Held (n=241)

		Unstandardized Coefficients		Standardized Coefficients			
Model		*B*	*SE*	β	*t*	*p*	VIF
1	(Constant)	8.457	1.346		6.284	<.001	
	AGE	-.427	.104	-.263	-4.109	<.001	1.108
	GENDER	-1.486	.545	-.169	-2.724	.007	1.045
	ADDITIONAL JOBS HELD	.554	.293	.121	1.888	.060	1.119

Null Hypothesis Three

The third null hypothesis stated, "There will be no significant predictive relationship between a sense of personal accomplishment and the linear combination of age, gender, and the number of jobs held for the adjunct faculty population of the Virginia Community College System."

Assumption Testing. The third multiple regression model met the assumption of independence of errors with a Durbin-Watson statistic of 2 (see Table 20). Table 21 presents the

results of the VIF for age, gender, additional jobs held, and personal accomplishment. Multicollinearity was not present among the three predictor variables of age, gender, and the number of jobs held, with a VIF falling between 1 and 3.

The histogram in Figure 7 was negatively skewed, with the majority of the results of the data falling to the right of the mean; therefore, the assumption for normality was violated. However, the P-P plot in Figure 8 indicates that the data plots do not vary far from the solid line. The scatterplot in Figure 9 also demonstrates that the assumption of linearity was violated. Thus, the model is not recommended to predict an adjunct instructor's level of personal accomplishment.

Figure 7

Histogram for Personal Accomplishment, Age, Gender, and Number of Additional Jobs Held

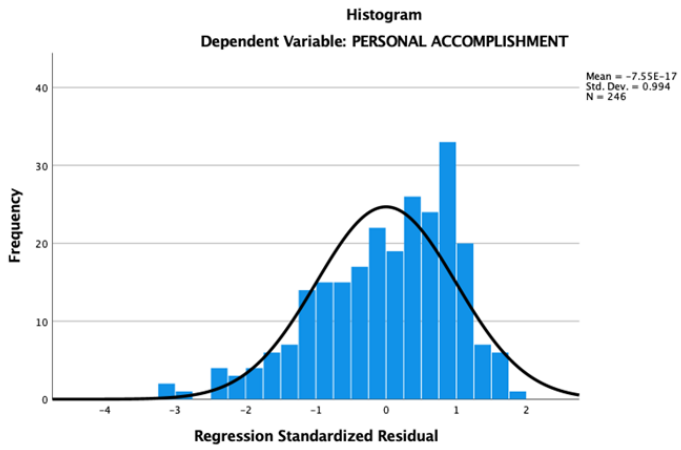


Figure 8

Normal P-P Plot for Personal Accomplishment, Age, Gender, and Number of Additional Jobs Held

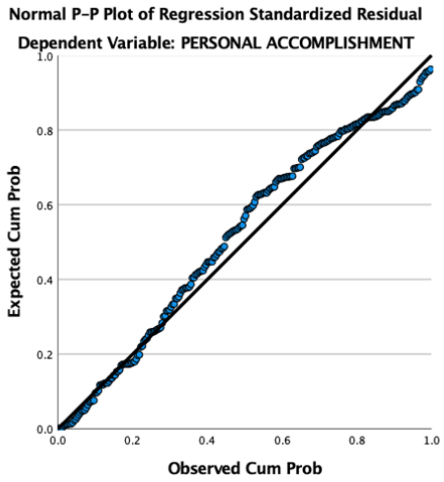
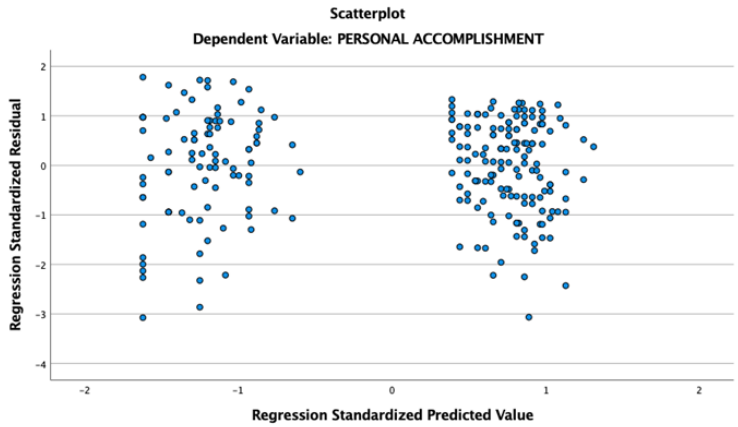


Figure 9

Scatterplot for Personal Accomplishment, Age, Gender, and Number of Additional Jobs Held



Results. The researcher ran a third multiple regression model to ascertain if a relationship could be predicted between the predictor variables of age, gender, the number of jobs held, and the criterion variable of personal accomplishment. The researcher failed to reject the null at 95% confidence level, where $F(3, 242)=2$, $p=.112$. Thus, the researcher cannot conclude that a

significant relationship exists between the predictor and criterion variables (See Table 19 for model results).

Table 19

ANOVA for Personal Accomplishment, Age, Gender, and Number of Additional Jobs Held

Model		*SS*	*df*	*MS*	*F*	*p*
1	Regression	332.860	3	110.953	2.019	.112[b]
	Residual	13296.771	242	54.945		
	Total	13629.630	245			

The model effect size was small, where R=.159. Further, R^2=.024 indicates that approximately 2.4% of the variance in the criterion variable can be explained by the linear combination of the predictor variables. However, R^2(.012) indicates that the model may not generalize well to other populations, and additional variables may be needed to accurately predict depersonalization (see Table 20 for model summary).

Table 20

Model Summary for Personal Accomplishment, Age, Gender, and Number of Additional Jobs Held (n=246)

Model	R	R^2	Adjusted R^2	*SE*	Durbin-Watson
1	.156[a]	.024	.012	7.413	1.997

Finally, the coefficients of this regression model allowed the researcher to ascertain additional data if there was a predictive relationship between the predictor variables of age, gender, the number of jobs held, and the criterion variable of personal accomplishment. As seen in Table 21, it was determined that gender was the closest predictor of personal accomplishment with a *p*-value of .019.

Table 21

Regression Summary for Personal Accomplishment, Age, Gender, and Number of Additional Jobs Held

Model		Unstandardized Coefficients		Standardized Coefficients			
		B	*SE*	β	*t*	*p*	VIF
1	(Constant)	33.038	2.422		13.639	<.001	
	AGE	-.059	.188	-.021	-.316	.752	1.100
	GENDER	2.343	.989	.153	2.370	.019	1.038
	ADDITIONAL JOBS HELD	.195	.530	.025	.367	.714	1.110

CHAPTER FIVE: CONCLUSIONS

Overview

The final chapter provides a conclusion to this study that has been done to determine if a predictive relationship existed between the predictor variables of age, gender, and the number of additional jobs held and the criterion variables of emotional exhaustion, depersonalization, and personal accomplishment. In the final chapter, the researcher further analyzes the results of the three multiple regression models and discusses how the findings of the study pair with already existing research. In addition, this chapter considers the results of the study and the implications the findings may have for adjunct instructors in Virginia's community colleges and adjunct instructors in general. The researcher also discusses the limitations of the research and how these impact the validity of the study, as well as recommendations for future research involving burnout and community college adjunct instructors.

Discussion

The purpose of this quantitative, predictive correlational study is to test the theoretical framework of Maslach and Jackson (1981) by determining if a predictive relationship existed between the predictor variables of gender, age, the number of jobs held, and the criterion variables of the three dimensions of burnout—emotional exhaustion, depersonalization, and decline in the sense of personal accomplishment—among adjunct professors in Virginia's community colleges Maslach and Jackson (1981) noted that if just one of the three dimensions of burnout was detected, then that individual did experience burnout. The researcher utilized three multiple regression models to determine the predictive relationship. Although the testing of assumptions and low R^2 values demonstrated the lack of generalizability of the models due to a low response rate, the results of the study did indicate a correlation between the predictor

variable of age and criterion variable of emotional exhaustion and depersonalization did exist. The predictor variable of gender held was shown to have a negative correlation to the criterion variable of depersonalization. The predictor variable of gender had a correlation with personal accomplishment. However, though a correlation existed between the predictor and the criterion variables, the low R^2 values suggested additional variables need to be considered when determining if a predictive relationship was present between the predictor variables and the three dimensions of burnout.

Research Question 1

The first research question states, "How accurately can emotional exhaustion, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?"

Age and Gender. Though the study had a low response rate which affected the generalizability, the researcher did conclude that a predictive relationship could exist between the predictor variable of age and emotional exhaustion (EE) amongst the sample size with p=<.001, as seen in Table 4, which was in accordance with the observation made by Marchand et al. (2018). The data seen in Table 4 suggests a negative correlation between age and emotional exhaustion. Maslach et al. (2006) gauged a low level of burnout between 0 and 16. In the study, as seen in Table 4, those individuals with the lowest levels of burnout were between ages 56 and over, with the highest levels of emotional exhaustion being in the age range of 31 to 35 years. This finding agrees with the results of the study of Marchand et al. (2018), who ascertained that burnout decreased as the individual aged. However, this study does indicate that circumstances are occurring within the age range of 31 to 35 years for the emotional exhaustion level to be at a

high moderate level of 25.28 on the MBI-HSS scale.

Regarding gender and emotional exhaustion, this study found there was not a statistically significant relationship between these two variables, with gender having a *p* value of .561 (see Table 15). However, though not statistically significant, the researcher found that males scored slightly higher than women at a mean MBI-HSS score of 17.43 (see Table 5). If job satisfaction is an indication of the existence of burnout, and a high level of emotional exhaustion is indicative of the presence of burnout, this result agrees with Pons et al. (2017), Ott and Dippold (2018), and Webber and Rogers (2018) who found female, non-tenured faculty members were more satisfied with their jobs because of the freedom to enjoy the home and family without occupational responsibilities.

However, looking at Table 22, females between the ages of 31 and 35 had a mean score of emotional exhaustion of 26, which was the highest score on the moderate level based on the MBI-HSS. The age range of 31 to 35 should be emphasized because this is when women tend to have children or are already raising children, according to Western Family Institute (2020). Recuero and Segovia (2021) ascertained emotional exhaustion was higher in women due to work responsibilities interfered with domestic responsibilities. Marchand et al. (2018) and Teles et al. (2020) attributed this level of burnout to a woman who felt their responsibilities as a mother were being affected by their occupation. Thus, the researcher for this study found it plausible that a reason the mean MBI-HSS score for emotional exhaustion indicated a higher, moderate value because of the observations made by Marchand et al. (2018), Teles et al. (2020), and Recuero and Segovia (2021).

As demonstrated in Table 22, males between the ages of 31 and 35 gauged an emotional exhaustion score of 24 based on the MBI-HSS. As seen in Table 22, this is the highest mean

score for men except for one person in the range of 20-25 years. With men and women scoring a moderately to highly moderate level of emotional exhaustion, it is plausible that this age range of 31 to 35 years reveals mothers and fathers of young families experienced the dimension of emotional exhaustion because of a work-home conflict. Also, Table 22 supports Marchand et al.'s (2018) observation that burnout levels fluctuated with age ranges. The researcher of this study discovered that females' level of burnout fluctuated perhaps due to a woman's personal views of their responsibilities, as hypothesized by Marchand et al. (2018).

Another observation ascertained was males and females 51 to 55 years of age and 56 to 60 years of age. The mean scores for emotional exhaustion for males and females in these age ranges experience a difference of 8 to 10 points, with women having higher emotional exhaustion than men in the age range of 51 to 55 and men having a higher level of emotional exhaustion in the age range of 56 to 60. The high variations and the reciprocation of the levels for the age ranges indicate that males and females must experience different circumstances at these age ranges that lead to higher emotional exhaustion. In addition, both males and females over the age of 65 had the lowest levels of emotional exhaustion. The researcher concluded that a probable reason this age group was the lowest for both males and females was that this age group was assumed to be an age group enjoying retirement from a career and teaching part-time as a means of after retirement income.

Table 22

Mean Emotional Exhaustion by Age and Gender

	Males		Females	
AGE	*N*	*M* EE	*N*	*M* EE
Age 20-25	1	30.00	1	9.00
Age 26-30	5	23.20	12	22.83
Age 31-35	11	24.18	14	26.14
Age 36-40	9	23.00	18	16.44
Age 41-45	12	21.42	24	17.79
Age 46-50	10	21.80	14	17.64
Age 51-55	7	10.71	15	20.80
Age 56-60	8	19.50	21	11.52
Age 61-65	3	12.33	15	16.33
Age Over 65	29	10.14	17	8.59

Number of Additional Jobs. Boyd et al. (2016) ascertained that holding more than one job can increase an individual's level of emotional exhaustion. For this study regarding the number of additional jobs for adjunct instructors in the VCCS and emotional exhaustion, the researcher found no statistically significant relationship. However, there is a positive correlation between the number of additional jobs held and the level of emotional exhaustion. As seen in Table 6, as the number of jobs increased, so did the level of emotional exhaustion. However, the results were determined not to be statistically significant. Thus, the researcher concluded that an increase in the number of additional jobs worked leads to higher levels of emotional exhaustion. For example, Table 6 indicates that those who hold one additional job had a higher mean level of emotional exhaustion than those individuals who did not work an additional job which was in line with the conclusions made by Boyd et al. (2016) and Mellor and Decker (2020) who ascertained those individuals who worked one or more job experienced higher levels of emotional exhaustion and burnout.

Research Question 2

The second research question states, "How accurately can depersonalization, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?"

Age and Gender. The low response rate may have damaged the generalizability of the second model regarding the criterion variable of depersonalization (DP), however, the results of the model can pertain to the response sample with age being the best predictor for depersonalization with p=<.001 as seen in Table 18. As with emotional exhaustion, there was a negative correlation between age and depersonalization, with the level of depersonalization going down as the age of the participants increased (see Table 7). Overall, the mean score for depersonalization amongst age groups in this study was considered low according to the MBI-HSS. As seen in Table 23, the researcher ascertained males between the ages of 26 to 30 years, 31 to 35 years, and 36 to 40 years scored a moderate level of depersonalization according to the MBI-HSS compared to females in the same age ranges. Thus, men in these age ranges either experienced different variables than women or responded differently, which could have caused a higher level of depersonalization.

Marchand et al. (2018) discovered a similar negative correlation, but for men only. Marchand et al. (2018) argued that burnout levels for women fluctuated with age, but men's levels of depersonalization decreased with increasing age. Though the researcher ascertained the highest levels of depersonalization in men existed between the ages of 26 to 30 years, 31 to 35 years, and 36 to 40 years, there was a negative correlation after age 40 for men. This study lends support to Recuero and Segovia (2021), who ascertained men had higher levels of

depersonalization because of the conflict that arose between home responsibilities and occupational responsibilities.

On the contrary, the researcher of this study did not find the same fluctuation as Marchand et al. (2018) among the females in this study of Virginia's community college adjunct instructors and burnout. The researcher for this study discovered that a female's depersonalization score did not stray far from the low level as gauged by the MBI-HSS (see Table 23); however, women between the ages of 26 and 30 years saw a depersonalization score increase to 5.3, which is considered low moderate on the MBI-HSS. Thus, another variable may be present that leads to moderate depersonalization among females in this age range.

Table 23

Mean Depersonalization by Age and Gender

	Males		Females	
	N	*M* DP	*N*	*M* DP
Age 20-25	1	7.00	1	3.00
Age 26-30	5	8.60	11	5.27
Age 31-35	10	7.20	14	3.86
Age 36-40	9	9.33	18	4.06
Age 41-45	12	5.58	24	4.46
Age 46-50	10	4.20	14	2.86
Age 51-55	7	2.57	14	3.36
Age 56-60	8	4.38	19	2.32
Age 61-65	3	1.67	14	3.00
Age Over 65	29	2.93	18	2.12

Number of Additional Jobs. Regarding the number of additional jobs, there was a positive correlation between additional jobs held with p=.060, but the correlation was weak (see Table 18). As with emotional exhaustion, the researcher ascertained a positive correlation between the additional number of jobs and depersonalization for the participating sample. For example, individuals who worked four or more jobs had the highest level of depersonalization

with a mean value of 9. With p=.060 for the number of additional jobs held and depersonalization, a relationship between the two variables could be predicted slightly. This result contradicts the work of Bouwhuis et al. (2019), who ascertained in their study that no statistical relationship existed between holding multiple jobs and increased levels of burnout.

Though there is a weak correlation between the number of additional jobs and depersonalization, the researcher ascertained that the number of additional jobs might not be a variable to cause an increase in depersonalization among women between the ages of 26 and 30 years old. Table G2 in Appendix G shows that more women in older age ranges worked more than one additional job, and their mean depersonalization scores were in the low-level range according to the MBI-HSS. Thus, another variable is present that caused that increase in depersonalization among females 26 to 30 years of age.

For this study, the weak correlation between the additional number of jobs and depersonalization may exist because of what Magadley (2019) ascertained. The action of working more than one job created an atmosphere of stress amongst males and females who worked more than one job because they needed to work multiple jobs; although it may be different for both genders, it damaged familial relationships (Magadley, 2019). However, as Table 9 indicates, only those individuals who work four or more jobs experienced moderate levels of burnout. The other number of additional job categories fall within the low level of depersonalization, according to the MBI-HSS. Though there is a slight correlation between the number of additional jobs held and depersonalization, age is still the best predictor for depersonalization among those who participated in the survey with gender being the second strongest predictor.

Research Question 3

The third research question states, "How accurately can a decrease in the sense of personal accomplishment, a factor of burnout as measured by the Maslach Burnout Inventory for Human Services, be predicted from a linear combination of age, gender, and the number of jobs held for adjunct instructors in the VCCS?"

When gauging personal accomplishment (PA) as a dimension of burnout, it is necessary to understand that emotional exhaustion and depersonalization are measured by Maslach and Jackson (1981) in a reverse manner. For emotional exhaustion and depersonalization, the lower the score, the lower the level of burnout for these two dimensions. The lower the score for personal accomplishment, the higher the level of burnout for this dimension.

Age and Gender. Regarding if a predictive relationship existed between the predicator variables of age, gender, number of additional jobs held, and the criterion variable of personal accomplishment, the researcher ascertained that no statistical relationship existed between age, gender, number of additional jobs held, and personal accomplishment (see Table 21). Though a statistical relationship could not be predicted, a few observations were made. First, men between the ages of 46 and 50 years had the lowest levels of personal accomplishment at a mean score of 28, which is categorized as low according to the MBI-HSS (see Table 24). In regard to working a number of additional jobs, all 10 men in this age range worked at least one additional job to teaching in the VCCS (see Table G3). Women in this same age range had a total number of 12 women who worked at least one additional job to teaching in the VCCS. Women in the age range of 46-50 years had a mean score 37 which was a moderate level of personal accomplishment according to the MBI-HSS. Therefore, another variable beyond number of additional jobs existed to affect men's view of personal accomplishment between the ages of 46-50 years.

Table 24

Mean Personal Accomplishment by Age and Gender

	Males		Females	
	N	*M* PA	*N*	*M* PA
Age 20-25	1	34.00	1	47.00
Age 26-30	5	38.60	12	36.75
Age 31-35	11	34.55	14	39.00
Age 36-40	9	35.67	18	35.67
Age 41-45	12	38.17	24	37.63
Age 46-50	10	28.10	14	37.64
Age 51-55	7	41.14	14	37.21
Age 56-60	8	40.63	21	38.05
Age 61-65	3	38.67	15	36.40
Age Over 65	29	32.86	18	39.00

If an individual's level of job satisfaction was indicative to the existence of burnout, this study would support additional studies that discovered women were more satisfied in their roles as adjunct professors. Ott and Dippold (2018) and Pons et al. (2017) discovered that female adjunct professors possessed higher levels of job satisfaction. The researcher for this study discovered that men did possess lower levels of personal accomplishment than women but only by two points (see Table 8).

Number of Additional Jobs Held. Finally, this study observed that the number of additional jobs held did not affect an adjunct professor's level of personal accomplishment. Where the studies by Boyd et al. (2016) and Mellor and Decker (2020) discovered that holding more than one job led to an increase in stress and overall burnout, this study did not have similar conclusions. As seen in Table 12, none of the numbers of additional jobs categories fell below the moderate level of personal accomplishment as gauged by Maslach et al. (2006). Those who indicated working four or more jobs had the highest levels of personal accomplishment (see Table 9). Thus, when considering the number of additional jobs and higher levels of personal

accomplishment, this study aligns more with the work of Bouwhuis et al. (2019), who found that those individuals who held more than one job possessed lower levels of burnout.

Implications

Burnout is a psychological condition that manifests in emotional exhaustion, depersonalization, and affects an individual's sense of personal accomplishment (Maslach et al., 2001). The presence of one of these dimensions indicates the existence of burnout in an individual (Maslach & Jackson, 1981). The psychological state has been shown to affect numerous employees in a diverse group of occupations, including collegiate faculty. Prolonged exposure to burnout can have negative consequences on an individual's physical health and mental health (Maslach & Jackson, 1981). Heart conditions, insomnia, and depression are consequences of burnout if the psychological condition is not managed (Maslach et al., 2001; Schonfeld & Bianchi, 2016). This study attempted to use Virginia's community college adjunct faculty population and determine if a predictive relationship existed between age, gender, and the number of additional jobs held and three dimensions of burnout—emotional exhaustion, depersonalization, and an effect on personal accomplishment.

The results of the study indicated that males and females both experienced a moderate level of emotional exhaustion and depersonalization. Men and women, especially men in the age range of 26 to 50, experienced emotional exhaustion. In addition, men between the ages of 26 and 40 were identified as having moderate levels of depersonalization, but women in the same age group had low levels of depersonalization. Therefore, since elements of burnout did exist amongst the participants in these age ranges, it is important for community colleges to focus on the mental health of the adjunct professors they employ. The consequences of not addressing

burnout can be detrimental to the individual's well-being but also the organization's mission and bottom line (Maslach et al., 2001; Salvagioni et al., 2017).

Burnout affects the level of engagement or loyalty a faculty member may have toward their employing institution of higher education (Ott & Dippold, 2018). In addition, Khan et al. (2017) reported that many studies following educators and burnout ascertained levels of anger toward the students on the part of the stressed professors. Studies have shown that college students perform well when they have an instructor who is present and engaged with the students and class (Dickinson & Kreitmair, 2021). Thus, community colleges will find it beneficial to help understand the stress of adjunct instructors and help develop coping behaviors to improve the institution's atmosphere and community.

Limitations

The study to determine if a predicative relationship existed between the predictor variables of age, gender, and the number of additional jobs and the criterion variables of emotional exhaustion, depersonalization, and personal accomplishment did have its limitations. One limitation that affected the study's internal and external reliability was its low sample size. The Virginia Community College System consists of 23 schools, but only 12 schools agreed to participate in the study. Within the 12 community colleges, 1774 adjuncts were invited to participate. Only 247 of these individuals participated in the survey, and the removal of outliers resulted in 246 participants being gauged for emotional exhaustion, 241 for depersonalization, and 241 for personal accomplishment. Thus, a larger sample will be needed to help determine if such results could be generalized to the larger population.

A second limitation that affected the study's internal and external validity was the COVID-19 pandemic. This study was among the first to be conducted during the coronavirus

pandemic, when anxiety was at an all-time high for many individuals (Kelsky, 2021). Amirkhan (2021) argued that those employees who worked tiresome occupations had a higher likelihood of illness. Individuals may have been dealing with personal illness or the illness of a loved one. Amirkhan (2021) argued that those employees who worked tiresome occupations had a higher likelihood of illness. In addition, the COVID-19 pandemic created a sense of uncertainty for educators, and individuals maybe were concerned about participating in a survey for fear of loss of employment (Lewis & Hesson, 2020). Finally, COVID-19 created a situation where remote learning was the only way to receive an education resulting in working parents having to manage their own occupations while helping their children learn from home (Pettit, 2021). Thus, many adjunct professors may not have had the time to complete a survey.

Finally, a third limitation was the lack of certain variables that could affect an adjunct professor's level of burnout. This study only sought to use only the predictor variables of age, gender, and the number of additional jobs held. Subject matter, residential versus online, student conduct, and credit hours taught were not considered. In addition, the type of additional job held and relationship status of participant was not considered. In regard to type of additional jobs, not all jobs are equal regarding stress as some may be more anxiety inducing than others. These variables may show reasons for burnout among community college adjunct professors beyond what was discussed in this study.

Recommendations for Future Research

The study of burnout among community colleges needs further research to help understand the existence of the psychological condition and how to cope with it. Pons et al. (2017) observed that many community college students were taught by part-time or adjunct professors. Thus, the research on burnout and this academic teaching majority in community

colleges needs expansion. The researcher recommends the following to expand the work on burnout and community college adjunct instructors:

1. A quantitative study with a larger sample of community college adjunct professors examining the predictive relationship between the predictor variables of age, gender, and the number of additional jobs and the criterion variables of emotional exhaustion, depersonalization, and personal accomplishment.
2. A quantitative study, post the COVID-19 pandemic, to see if that event may have affected burnout among community college adjunct instructors.
3. A qualitative study seeks to understand if male and female community college adjunct professors between the ages of 26 and 40 experience higher levels of emotional exhaustion and depersonalization.
4. A quantitative study determining if variables like credit hours taught, online versus residential courses, subject matter taught, student conduct, type of additional job, and relationship status of instructor could predict a relationship with increased levels of emotional exhaustion, depersonalization, and personal accomplishment.
5. A qualitative study of what coping mechanisms work best to improve burnout amongst collegiate faculty.

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APPENDIX A: Survey Instrument

Page 1 of Survey: Consent and Confidentiality (See Appendix B)

Page 2 of Survey: Demographic Questions

1. What is your current age?
    a. 20-25
    b. 26-30
    c. 31-35
    d. 36-40
    e. 41-45
    f. 46-50
    g. 51-55
    h. 56-60
    i. 61-65
    j. Over 65

2. What is your gender?
    a. Male
    b. Female
    c. Prefer not to say

3. Outside of your employment as an adjunct instructor with the Virginia Community College system, how many additional paying jobs do you hold? (Jobs may be full time or part time.)
    a. No other employment other than VCCS.
    b. 1
    c. 2
    d. 3
    e. 4 or more

4. For what VCCS institution are you an adjunct instructor?

Names institutions removed here to protect participating schools' anonymity.

Page 3 of Survey: Burnout Questionnaire

Due to copyright restrictions, a full copy of the MBI-HSS cannot be reproduced here. Three sample questions are included below.

Instructions: On the following pages are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, choose the number "0" (zero). If you have had this feeling, indicate how often you feel it by choosing the number (from 1 to 6) that best describes how frequently you feel that way. "Recipients" refers to the people for whom you provide instruction, or your students. When

answering this survey, please think of the students you serve as a Virginia Community College system instructor.

1. I feel emotionally drained from my work.
    0. Never
    1. A few times a year or less
    2. Once a month or less
    3. A few times a month
    4. Once a week
    5. A few times a week
    6. Every day

2. I feel I'm positively influencing other people's lives through my work.
    0. Never
    1. A few times a year or less
    2. Once a month or less
    3. A few times a month
    4. Once a week
    5. A few times a week
    6. Every day

3. I've become more callous toward people since I took this job.
    0. Never
    1. A few times a year or less
    2. Once a month or less
    3. A few times a month
    4. Once a week
    5. A few times a week
    6. Every day

Page 4 of Survey:

1. (Optional) If you would like to be entered into a drawing to win one of five Amazon $100 gift cards, please click the link to enter your email address on the following page.

APPENDIX B: Statement of Confidentiality

Consent

Title of the Project: Burnout in Virginia's Community College Adjuncts with Relation to Gender, Age, and Number of Jobs
Principal Investigator: Justin B. Stowe, M.A., A.B.D., Doctoral Candidate, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be employed as an adjunct professor by a VCCS institution for the fall 2021 semester and teach at least one course during this term. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of this project is to ascertain if a high level of burnout can be predicted based on a community college adjunct professor's age, gender, and how many additional paying jobs he/she works in addition to teaching for the community college within the Virginia Community College System (VCCS). The project seeks to determine if a predictive relationship exists between the three dimensions of burnout--emotional exhaustion, depersonalization, and sense of personal accomplishment--and the predictor variables of age, gender, and number of jobs held.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following things:

1. Complete a survey asking demographic information such as gender, age, and number of jobs worked outside of the VCCS, and questions related to gauging level of burnout. The surveys should take about 15 minutes to complete.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study. -

Benefits to society include increased public knowledge by highlighting the experiences of adjunct instructors of different backgrounds, bringing awareness to the possible existence of the psychological condition of burnout within adjunct instructors in a community college and what may cause it.

What risks might you experience from being in this study?

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life.

How will personal information be protected?

The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records.

- Participant responses will be anonymous.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.

How will you be compensated for being part of the study?

Participants may be compensated for participating in this study. By completing the survey in its entirety, participant will be eligible to win 1 of 5 Amazon gift cards worth $100 each. Participants will have the option to provide an e-mail address for compensation purposes; however, the e-mail addresses will be collected separately from the survey responses to maintain your anonymity. At the end of the survey, you will be directed to another link to enter your email address if you want to be entered into the raffle.

Does the researcher have any conflicts of interest?

The researcher serves as an adjunct professor at Danville Community College. To limit potential or perceived conflicts, the survey will be anonymous, so the researcher will not be able to link responses to individuals. This disclosure is made so that you can decide if this relationship will affect your willingness to participate in this study. No action will be taken against an individual based on his or her decision to participate or not participate in this study.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or any institution within the VCCS. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study, and you will not have the opportunity to enter into the raffle to win a gift card.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Justin B. Stowe. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at xxx-xxx-xxxx and/or xxxxxxxxxx@xxxxxxx.edu. You may also contact the researcher's faculty sponsor, Dr. Kevin Struble, at xxxxxxxxx@liberty.edu.

Whom do you contact if you have questions about your rights as a research participant?

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

Before agreeing to be part of the research, please be sure that you understand what the study is about. You can print a copy of the document for your records. If you have any questions about the study later, you can contact the researcher using the information provided above.

APPENDIX C: IRB Approval Letter

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

September 16, 2021

Justin Stowe
Kevin Struble

Re: IRB Exemption - IRB-FY21-22-106 Burnout in Virginia's Community College Adjuncts With Relation to Gender, Age, and Number of Jobs

Dear Justin Stowe, Kevin Struble,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).
The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office

APPENDIX D: Initial Permission Letter

Dear (Name of Institutional Effectiveness Officer),

I am an adjunct instructor for the Virginia Community College System, specifically Danville Community College, and I am currently pursuing a Ph.D. in Higher Education Administration. As part of my dissertation process, I am conducting research regarding community college instructors. (Name of Vice Chancellor removed to protect anonymity) Vice Chancellor of Research and Reporting in the VCCS central office, recommended that I contact you to obtain permission to communicate with this institution's adjunct faculty.

To complete my study, I would like to survey your institution's fall 2021 adjunct instructors, but I need your cooperation. The survey will be sent electronically via email to the instructors and will take no more than 15-20 minutes. To proceed, I will need the following:

- An informal written confirmation that you approve my request to survey your institution's fall 2021 adjunct faculty. This confirmation can be in the form of an email.
- Assistance in sending out the surveys to qualified faculty. Options include:
    - Providing me with a list of email address of qualified faculty from your institution so that I can send the survey to each faculty member, or
    - Sending the survey to qualified faculty via email on my behalf if you cannot provide the list of email addresses to me.

For your review, I have attached a list of the questions that will be included in the survey. This is just for your review; the final survey will be administered via Survey Monkey. The survey will be anonymous; however, faculty members will have the opportunity to provide their email address to enter a drawing for one of five $100 gift cards.

Thank you in advance for your assistance. Please feel free to contact me by replying to this email or by phone at (phone number removed) if you have any questions.

Justin Stowe
xxxxxxxxxxxx@xxxxxxxxx.edu

APPENDIX E: Invitation Letter

Dear Fellow Adjunct Instructor:

As a doctoral student, I am conducting research as part of the requirements for a Ph.D. in Higher Education Administration degree. The purpose of my research is to determine if a predictive relationship exists between the level of burnout and an adjunct professor's gender, age, and number of jobs held, and I am writing to invite eligible participants to join my study.

Participants must be employed as adjunct (part-time) instructors by their respective Virginia Community College System (VCCS) institution for the fall 2021 term and teach at least one course during this term. Participants, if willing, will be asked to partake in a demographic survey asking their gender, age, and number of paying jobs held outside of working for the VCCS during the fall 2021 term. In addition, participants will complete a questionnaire gauging their level of burnout. It should take approximately 15 minutes to complete both online surveys. Participant responses will be anonymous.

To participate, please click here to complete the attached survey and return it by selecting the submit icon at the end of the survey.

A consent document will be provided as the first page that appears when you click on the survey link. The consent document contains additional information about my research. After you have read the consent form, please click the link to proceed to the survey. Doing so will indicate that you have read the consent information and would like to take part in the survey.

As a show of appreciation, participants will have an option to provide their e-mail address if they wish to be entered in a raffle to receive one of five $100 Amazon gift cards. The e-mail addresses will be submitted through a separate link, so they will not be tied to participants' survey responses.

Sincerely,

Justin Stowe
Adjunct Professor of History
xxxxxxxxx@xxxxxxxx.edu

APPENDIX F: Follow-Up Letter

Dear Fellow Adjunct Instructor:

As a doctoral student, I am conducting research as part of the requirements for a Ph.D. in Higher Education Administration degree. Two weeks ago, an email was sent to you inviting you to participate in a research study. This follow-up email is being sent to remind you to complete the survey if you would like to participate and have not already done so. The deadline for participation is Friday, December 10.

Participants must be employed as adjunct (part-time) instructors by their respective Virginia Community College System (VCCS) institution for the fall 2021 term and teach at least one course during this term. Participants, if willing, will be asked to partake in a demographic survey asking their gender, age, and number of paying jobs held outside of working for the VCCS during the fall 2021 term. In addition, participants will complete a questionnaire gauging their level of burnout. It should take approximately 15 minutes to complete both online surveys. Participant responses will be anonymous.

To participate, please click here to complete the attached survey and return it by selecting the submit icon at the end of the survey.

A consent document will be provided as the first page that appears when you click on the survey link. The consent document contains additional information about my research. After you have read the consent form, please click the link to proceed to the survey. Doing so will indicate that you have read the consent information and would like to take part in the survey.

As a show of appreciation, participants will have an option to provide their e-mail address if they wish to be entered in a raffle to receive one of five $100 Amazon gift cards. The e-mail addresses will be submitted through a separate link, so they will not be tied to participants' survey responses.

Sincerely,

Justin Stowe
Adjunct Professor of History
xxxxxxxxxx@xxxxxxxxxx.edu

APPENDIX G: Tables

Table G1

Summary of Participants by Age and Gender

	Male		Female		Total	
	Number	Percentage of Total Participants	Number	Percentage of Total Participants	Number	Percentage of Total Participants
Age 20-25	1	0.40%	1	0.40%	2	0.81%
Age 26-30	5	2.02%	12	4.86%	17	6.88%
Age 31-35	11	4.45%	14	5.67%	25	10.12%
Age 36-40	9	3.64%	18	7.29%	27	10.93%
Age 41-45	12	4.86%	24	9.72%	36	14.57%
Age 46-50	10	4.05%	14	5.67%	24	9.72%
Age 51-55	7	2.83%	15	6.07%	22	8.91%
Age 56-60	8	3.24%	21	8.50%	29	11.74%
Age 61-65	3	1.21%	15	6.07%	18	7.29%
Age Over 65	29	11.74%	18	7.29%	47	19.03%
Totals	95	38.46%	152	61.54%	247	100.00%

Table G2

Summary of Participants by Age, Gender, and Number of Additional Jobs Held

	No Additional Jobs		1 Additional Job		2 Additional Jobs	
	Males	Females	Males	Females	Males	Females
Age 20-25	0	1	1	0	0	0
Age 26-30	1	2	1	5	3	5
Age 31-35	0	2	1	8	7	2
Age 36-40	1	0	5	12	1	6
Age 41-45	1	4	6	11	3	8
Age 46-50	0	2	6	8	2	3
Age 51-55	1	3	3	10	3	1
Age 56-60	0	8	2	8	5	4
Age 61-65	1	7	1	5	1	1
Age Over 65	16	8	8	7	4	1

	3 Additional Jobs		4+ Additional Jobs		Total	
	Males	Females	Males	Females	Males	Females
Age 20-25	0	0	0	0	1	1
Age 26-30	0	0	0	0	5	12
Age 31-35	2	2	1	0	11	14
Age 36-40	0	0	2	0	9	18
Age 41-45	2	0	0	1	12	24
Age 46-50	2	1	0	0	10	14
Age 51-55	0	1	0	0	7	15
Age 56-60	0	1	1	0	8	21
Age 61-65	0	2	0	0	3	15
Age Over 65	1	2	0	0	29	18